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DES cracks down on free staff meals

by Lucy Hodges

Too many teachers are eating free school meals, says the Department of Education and Science in a circular (3/78) published this week. Local education authorities are being asked to carry out a review and report to Mrs Shirley Williams, the Education Secretary, by the end of the summer term.

Only teachers who supervise students during the lunch break are allowed a free meal, according to an agreement worked out in 1968. "Available information suggests, however, that in some schools, perhaps even in some areas, the agreement on free teacher meals is being interpreted too generously in the sense that the combined total of teachers and supervisors on midday duty is unjustifiably high," says the circular.

Since 1968 the number of teachers receiving free meals has risen by almost two-thirds—from 145,000 to 235,000—and the number of supervisory assistants by about the same proportion, from 65,000 to 105,000.

Ten years ago one teacher received a school meal for every 34 pupils supervised. By last year this had risen to one teacher for every 25 pupils. Moreover, the cost of free adult meals is now £32m a year, says the circular.

It spells out when teachers can have a free meal. The 1968 agreement covers only staff supervising children at the midday break. And it says teachers should eat their free dinner on the day they are on duty.

The circular says: "The Secretaries of State consider that the provision of free dinners to all teaching staff who remain on the premises at midday, on the grounds that they are available for supervision if required, would go beyond the spirit and indeed the letter of the 1968 agreement."

The circular also explains how

i.e.a.s can make other savings in the school meals service. Some authorities have, for example, saved money by using textured vegetable protein such as soy bean to replace meat in dinners. They are also using powdered milk and more frozen or convenience foods.

Economies can also be made by introducing what the Department calls a "cook-freeze system"—which is a central unit where food is cooked, frozen, stored and then taken out to schools in the area. This saves on staff because fewer people are needed for cooking and food preparation, but it needs capital expenditure on setting up the unit and on refrigerators and microwave ovens in the schools.

One authority has cut its staff by introducing a 20-day menu pattern with a simplified second course. The circular also reminds i.e.a.s that butter is available from EEC stocks at about half the price of butter in the shops.

A shortened, staggered dinner break might also reduce lunchtime supervision and shorten the school day. The circular follows talks with local authorities last year when they were asked to look at ways of saving money on meals without reducing nutritional standards.

A report published by the Association of Metropolitan Authorities this week gives more examples of the way economies can be made in meals, and says educational services without reducing standards.

It explains how the London Borough of Croydon is saving £79,000 in the present financial year by using convenience foods and cutting back on staff. Croydon is also saving £30,000 on playing field maintenance.

Value for Money: local authorities and cost effectiveness, by Rita Hale, Association of Metropolitan Authorities, 36 Old Queen Street, London, S.W.1.



Bill Boaden takes over centre for disadvantaged

Mr Bill Boaden, education secretary of the National Association of Teachers in Further and Higher Education, is moving to a new post. From April he will be director of the Centre for Information and Advice on Educational Disadvantage in Manchester.

Mr Boaden, whose working life began down the pit, was education secretary of the Association of Teachers in Technical Institutions when it amalgamated in 1975 with the Association of Teachers in Colleges and Departments of Education to form NATFHE. He is at present chairman of the Council for Educational Advance.

Arson puts up premiums

Fire insurance premiums on schools in Nottinghamshire are to go up by 30 per cent because of the county's record for arson.

Last year fires occurred in more than 30 schools. More than £250,000 damage was caused to one, a new comprehensive. Most of the culprits have been juveniles.

Oxford sanctions lifted after 'unique victory'

by Stephen Cohen

Oxfordshire members of the National Union of Teachers have voted five to one in favour of ending industrial action against the county over staffing cuts and threatened redundancies.

The ballot followed an offer made by the authority to guarantee at least 4,345 jobs from next September, plus a further 50 for continuing training and in-service training and the continued employment of at least 30 who would be surplus at the end of this school year.

Sanctions, which have taken the form of a ban on standing in for absent teachers, not covering for unfilled posts and a refusal to teach over-sized classes, will be lifted "as soon as practicable", the union said this week.

Mr Max Morris, chairman of the NUT's action committee, said a major, even unique, victory had been secured.

"We have totally reversed the local authority's policy on redundancy and dramatically improved the pupil-teacher ratio in Oxford-

shire schools. "At the same time we shall be a vigilant eye on conditions and take any action necessary to improve them."

The significance of the ballot is guaranteed a teaching no matter what happens to the numbers. The union thinks fewer children will be in the county's primary schools next year than estimated.

The National Association of Schoolmasters-Union of Women Teachers was meeting this week to decide if it, too, should call its action. A decision was expected by the end of the week.

Mr Bernard Wakefield, NUT's assistant general secretary, said it was likely that action would be suspended.

Action in Northamptonshire, Dorset and Redbridge in London, the National Association of Schoolmasters-Union of Women Teachers said this week. The

3,000 more leavers on dole

School leaver unemployment for the whole of Great Britain is up this month for the first time since last summer. But the rise of 3,000 since December appears to be due to the arrival in the job market of a large batch of Scottish youngsters who decided to leave, as they can, at Christmas.

In fact, since more than 7,000 of the Scottish leavers have joined the register this month, it is clear that there is a further fall this month in school leaver unemployment in the rest of Britain, which now stands at just over 50,000.

In Scotland itself, if the 7,000 new leavers are excluded, the total has fallen from getting on for 12,000 last month to just over 8,000 — partly, it is thought, because of a concentration of Government schemes such as work experience.



A student from the London College of Furniture shows children how an instrument is made at the ILEA Schools Symphony Concert.

Where our duty lies—by CEO

An education officer—above all, a chief education officer—has a duty to serve his education committee, meaning in public not the majority party meeting in caucus behind closed doors. Mr Dudley Fluke, Manchester's chief education officer, told the Society of Education Officers' annual conference in London yesterday.

Politicians might take care to tell the truth and nothing but the truth, he said, but "it may sometimes fall to officers to see that the whole truth is also told."

Since the 1950s, the biggest change in local government had been the escalation of party politics and the decline of the independent councillor. As late as 1973 independent were in a majority in 13 English and eight Welsh counties.

Now Cornwall was the only education authority not in the hands of the Labour or Conservative parties. This change meant an apparent loss in officers' power, but it could also strengthen the education service. "We as officers must learn to operate within a political setting. Indeed, a sensible and balanced political system locally can be a source of both strength and vigour in the running of the education service, provided the occasional outburst of extremism is quickly tackled."

Then there was the Local Government Officers' Association, which had been set up to support the school, with its privileged position on the White House of Hill, but should instead, get children down to the under-privileged jungles of Harrogate.

The elements of injustice, illegality and advantage (and for that matter, separatism) are just what the education service needs to operate within a political setting. Indeed, a sensible and balanced political system locally can be a source of both strength and vigour in the running of the education service, provided the occasional outburst of extremism is quickly tackled."

Teacher 'on trial three times'

Nottinghamshire County Council is to appeal against the decision of an industrial tribunal that a teacher, who committed a homosexual offence with an adult outside school hours, should be reinstated.

The teacher was dismissed by the council's disciplinary sub-committee, even though the school governors "only" favoured a severe reprimand.

The teacher was ruled to be wrongful by the tribunal, which was in camera last September at the request of the teacher's union, the National Association of Schoolmasters-Union of Women Teachers.

The two lay members felt that it was not reasonable to continue employing him at the same school because of the headmaster's view of him, then efforts should have been made to find him another job.

The chairman of the tribunal, however, was in favour of dismissal.

Mr Bernard Wakefield, assistant general secretary of the union, said the teacher had been "tried" three times.

"This man has been through the court, which did not treat him very seriously. The Department of Education did treat it seriously, but decided it was not an issue which affected his professional capability. Then the tribunal ruled that he had been wrongfully dismissed."

"It is only natural that he should want to keep his job. We believe that he should, and we are seeking to get his job back."

Mr Richard McCance, vice-chairman of the Campaign for Homosexual Equality, said the teacher's action in no way reflected on his professional ability.

When to kick —NUT guide

Tough guidelines for action against local authorities have been spelt out by the executive of the National Union of Teachers.

A report to the union's annual conference in Blackpool in March says sanctions could be invoked against authorities which did not provide enough supply teachers, had poor staffing standards, improperly used fixed-term contracts, reduced teachers in line with a fall in school population, or had oversised classes.

The executive wants the conference to approve new figures for maximum class sizes of 32 in primary schools, 27 in infant reception classes and 30 in secondary schools.

Eventually, primary schools should not have more than 30 in a class, the report says.

If the recommendations are approved by the conference, the union's action committee could take the initiative in certain areas by inviting branches to impose sanctions without having to go through a formal application procedure.

Lecturer sues under sex Act

Dr Margherita Rendel, a lecturer at the London Institute of Education, is suing her employers at an industrial tribunal next month under the Sex Discrimination and Equal Pay Acts.

Dr Rendel, who teaches in the institute's educational rights unit, alleges non-promotion and victimization. The case will be heard from February 6 to 10.

Check on union numbers cannot be hurried

Allegations that an inquiry into the membership figures of the teacher trade unions is being frustrated and delayed by civil servants were denied this week.

A spokesman for the Advisory, Conciliation and Arbitration Service, which has been asked by Mrs Shirley Williams, the Education Secretary, to investigate the size of unions' membership lists, said that the inquiry was taking place.

"You can't hurry these things," the spokesman said. "Meetings with unions have been held and we are getting on with the job."

Allegations that ACAS has been trying to shelve the inquiry were contained in this month's newsletter from the Islington branch of the National Association of Schoolmasters-Union of Women Teachers. Mr Brian Jones, branch secretary, said that "numerous tactics and devices which civil servants and others habitually use in attempts to delay or conceal the publication of information which could be embarrassing and politically explosive" had been adopted by ACAS.

"With the tacit approval of Whitehall," ACAS spokesmen laughed and said he did not wish to reply in these charges.

The survey is, however, taking some time to come to fruition. Mrs Williams called in ACAS last September to settle a long-standing dispute over membership of the unions and the representation they could claim at various meetings with her.

Her action was prompted by the decision of the National Union of Teachers not to send any delegates to one meeting because it could not have an extra two seats at the table.

Mr Jones said she set up the inquiry in "a fit of pique" after a long air flight.

The NAS-UWT, which unveiled its 100,000th member last month, claims it should now be entitled to more seats on committees. Although Mrs Williams specifically ruled out representation on the salary negotiating body — the Burnham Committee — from the ACAS terms of reference, the NAS-UWT sees the inquiry as an opportunity to increase its number of seats there.

At the moment it has three places compared to the NUT's 16. The National Association of Head Teachers has one, the Joint Faculty of Teachers in Further and Higher Education, which has no members in schools, has two seats.

£300,000 a year for literacy unit

The new Adult Literacy Unit announced by the Government last month will operate as an agency within the National Institute of Adult Education.

It will run until March, 1980, with a grant of £300,000 a year. Mr Alan Wells, deputy director of the Adult Literacy Resource Agency, which is to close in March, will be in charge.

The unit's main function will be to offer an advisory service to local education authorities, publish teaching materials and, in some cases, provide training additional to that given by L.A.s.

The Adult Literacy Resource Agency was established in 1975 to encourage local authority provision for adult illiterates. By the end of its first year every L.A. in Great Britain was recruiting students.

The 45 member organizations of the National Federation of Voluntary Literacy Schemes said last week they would be seeking an early meeting with the National Institute of Adult Education and the new unit to discover how much of the annual grant would be allocated to their own voluntary literacy schemes.

Announcing a new addition to the Keep Britain Tidy Group Education Programme.

A learning kit for use by teachers with children 7-9.

Following the success of the environmental learning kits for children of 10-11, the Keep Britain Tidy Group Schools Research Project at Brighton Polytechnic have now produced a new kit for 7-9 year olds as the second stage of the KBTG Education Programme.

Both kits aim to give children an understanding of a responsible attitude towards litter and related problems in the local environment.

The project adopts an environmental studies approach. Children start by studying their local litter problem—how it affects their environment and how it can be avoided. Later they work on topics like packaging, recycling and refuse disposal and lead on to the wider issues of planning, waste and pollution. Interesting and practical exercises encourage the development of study and social skills through interdisciplinary project work linked to maths, science, history, art, drama and crafts.

Each kit contains a teachers handbook, work cards (laminated for durability), a filmstrip and notes, three leaflets, litter prevention posters plus an initial supply of plastic gloves to protect the children handling litter. Enough material to involve a class of 35-40 children in activities lasting up to a term.

Both kits and a Welsh version of the 10-11 kit are available from Keep Britain Tidy Group, 37 West Street, Brighton BN1 2RE. Each kit costs £25 plus 50p p.p.

Keep Britain Tidy Group



Should the churches be involved in independent education? This was the question that London Weekend Television's Grade tackled recently. The treatment was superficial, but this was the fault of time not of the participants or the producer.

The producer had had the imagination to try to find the answer to a question that is not as luckey as it sounds and that raises issues that should be faced honestly by churches and schools. The trouble is that however much one may try to be honest, the question does not lend itself to a pat answer.

Some of those on the programme did speak as though the question was a simple one (though I appreciate that with more time they might well have done justice to the complexities). The Methodist, who was head of a Liverpool comprehensive, saw the issue in uncomplicated terms: would he serve in an independent school for the same reasons he would not go to South Africa. I assume he meant he did not wish to support or be associated with an institution that he regards as immoral and unchristian.

A similar stand was taken by the Bishop of Liverpool: independent schools reinforced privilege and advantage and it was the duty of Christians to witness against these injustices in society. It is hard to condemn the conclusion these men have reached, but what of their premises?

In what sense are independent schools an expression of something that is fundamentally unchristian? I am not sure that I can do justice to the case for the prosecution, but it goes something like this. At the heart of Christ's teaching is the command (it is not a recommendation) to love your neighbour.

While man's response to this command may not be perfect, as a Christian, he must continue to strive to make love the inspiration of his personal relationship and of his public attitudes.

It is not possible to reconcile the doctrine of love with the reality of the independent schools, to greater or lesser degrees, representing these horsemen of the twentieth-century apocalypse.

I think the head-and-the-bishop would add that even if a society resolves the conflict between justice and liberty in favour of allowing privilege to exist, the Christian

PERSONAL COLUMN

John Rae The head, the bishop —and justice

still has a duty to oppose such privilege.

The weakness of this case against the churches' involvement in independent education is that it is too simple—and not particularly extreme—example of privilege as though independent schools existed in a social and economic vacuum.

Independent schools exist because parents can pay fees. Parents can pay fees because there are inequalities of wealth. Rich in terms of capital and income. If the head and the bishop believe that independent schools reflect injustices that are inconsistent with Christianity, they must condemn the inequalities of wealth that enable the schools to survive.

Let me put the argument another way. If independent schools raise sufficient funds to make all their places free (it has already been done by some North American independent schools) and those free places were open to any child regardless of parental income, would the head and bishop still condemn such schools? My guess is that some would say no, grounds that some children were still enjoying the unacceptable advantage of a better and separate education.

Well, then, let me rephrase the argument again. Do the head, and the bishop condemn privilege and advantage within the main-

tained sector? Would they, for example, say that a Catholic school, with its privileged position on the White House of Hill, but should instead, get children down to the under-privileged jungles of Harrogate?

The elements of injustice, illegality and advantage (and for that matter, separatism) are just what the education service needs to operate within a political setting. Indeed, a sensible and balanced political system locally can be a source of both strength and vigour in the running of the education service, provided the occasional outburst of extremism is quickly tackled."

It may be that the head and the bishop do, indeed, condemn inequalities of wealth as vigorously as they condemn independent education, in which case I salute their integrity but confess I am disappointed.

Points are in the same direction does not take me so far down the road. I believe there are inequalities of wealth and of opportunity to have life in all its fullness and so obvious that we Christians could possibly condone them.

I would like to discuss with the head and the bishop is where inequalities of wealth and opportunity become unacceptable to Christians and how we, as Christians, should respond.

Having said that, it is only fair to add that one or two of those in the programme who argued that the church to be involved in independent education seemed to be in a bit of a bind.

The last chapter of the 12-chapter report deals with the legal problems which must be surmounted if the committee's recommendations are to be put into effect.

It is unlikely, it says, that consultations on the recommendations could be completed in time for legislation in this parliament.

However, it recommends that nine regional advisory committees be co-

Legal snags hinder Oakes plan

Frash legislation will be needed to authorize the new system of financing higher education proposed by the Oakes Committee, according to the final unpublished draft of the committee's report which was considered this week.

The last chapter of the 12-chapter report deals with the legal problems which must be surmounted if the committee's recommendations are to be put into effect.

It is unlikely, it says, that consultations on the recommendations could be completed in time for legislation in this parliament.

On the proposal for a powerful new national body to control and finance higher education it says: "The Government should consider whether the national body should be established on a shadow basis to undertake preparatory work."

The legal difficulties arise over the modified system of pooling suggested in the report under which the national council would pay 85 per cent the cost of public sector higher education, while the local authorities paid the remaining 15 per cent.

Dr Rendel, who teaches in the institute's educational rights unit, alleges non-promotion and victimization. The case will be heard from February 6 to 10.

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by D. Brownlow and O. Reid

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Clamp goes back on curriculum

by Bob Doe

Curriculum development will be more centrally controlled as a result of the shake-up at the Schools Council.

An internal inquiry into the council's working has decided that several of its committees should go and a single chief executive replace the three joint secretaries.

The council—whose governing body votes next week on the reorganised committee structure—has decided to return to its former policy of planning most of its own curriculum projects. More recently most of the work backed by the council has been suggested by teachers, colleges, and other groups. It will concentrate on particular fields or programmes rather than sponsoring a wide range of individual projects. The council has also decided to keep closer checks on the progress and outcome of its work.

There will be a return to the style of its early days when the council's *Young School Leaver* inquiries led to projects intended to lay the curriculum foundations for the raising of the school leaving age.

Council officers say there are areas that need attention and for which the council has a responsibility. These include education for a

multiracial society and preparation for starting work.

The council, rather than sponsoring research and development projects in these areas for a few years, intends to embark on a series of research programmes. These will examine the issues and, with the help of committees, working groups and interested parties over several years, work towards appropriate curriculum and teacher development strategies.

The changes are not solely a result of the council's internal review that has been going on since it was attacked by the DfES at the start of the Great Debate. For some time the council has been looking at its work. At present it has a team examining the impact of its projects and publications.

But the review body has tried to trim the bureaucracy to encourage a much more flexible and responsive approach in these programmes. It wants a lot of work to be delegated to small working groups and an end to the routine progress of research reports and proposals through a hierarchy of committees.

Whether all this will work remains to be seen. Council offi-

cial made it clear this was the bare bones of a new structure. Its success depended on who will replace the secretaries, and the willingness of those appointed to committees and working parties. Responsibility for the newly created professional committee which is dominated by teacher unions, but overall policy will be in the hands of finance and priorities committees which teachers are accustomed to have views on this as well.

A major policy issue is bound to be what parts of the curriculum should the council concentrate on, on which a broad range of interests are represented. Professional committees are expected to have views on this as well.

The council has begun to water on this. Questionnaires sent to all LEAs and unions asking what their priorities are. And later this year will have the results of its own curriculum review questionnaire to local authorities.

ILEA 'remote—inefficient,' says Tory

A vigorous attack on the Inner London Education Authority was made this week by Sir Frank Marshall, the former Conservative leader of Leeds City Council, who is conducting an inquiry into London government.

After the publication of an internal report last week Sir Frank said that the 350 submissions he had received included "a heavy body of evidence about the lack of accountability of ILEA."

"It is not an elected body," he said, "and it does not have an electorate. It is not accountable for what it spends, it just asks for what it wants, and the boroughs cannot refuse to raise rates to comply with its precept."

Sir Frank said ILEA was "remote and unresponsive" and before submitting his final recommendations next May he would consider ways of making the authority more fully accountable, both financially and in other ways.

ILEA, the world's largest local education authority, has 12 local authority schools in the 12 London boroughs, and has an annual budget of more than £400 millions. It has usually been under Labour control, and a number of leading Conservatives have made it clear that they would like to abolish the authority.

Sir Frank's statements this week have reinforced Labour fears that Mr Horace Cutler, the Tory leader of the Greater London Council, set up the Marshall inquiry in May, to add weight to the abolition campaign.

The inquiry into the workings of the GLC has been widely boycotted by the Labour movement in London, with the Labour-controlled ILEA, the minority group on the GLC, and most Labour boroughs all refusing to cooperate.

Sir Frank said: "By 1990 ILEA will be smaller, even than the Birmingham Education Authority is today, because of falling rolls, emigration from London, and declining fertility. And I am looking 20 to 30 years ahead."

Although the formal interim statement makes little reference to ILEA, it does point out: "The GLC and ILEA have been variously represented as remote, inefficient, dilatory and 'spendthrift'. I press an open mind on these accusations, but the very fact that they are made so persistently indicates that there is scope for inquiry."

ILEA's 48 members comprise the 35 GLC members elected for the Inner London constituencies and one each appointed by the 12 Inner London boroughs and the City of London.

Sir Frank's comments were headed "entirely unfair" by the leader of ILEA, Sir Ashley Bramall.



Through a child's eyes: from Lord Asa Briggs's booklet.

More women go for O levels

More mature women than men take O levels, according to the annual report of the Manchester-based Joint Matriculation Board, which sets GCSE exams.

About 25,000 entries for the board's O and A levels came from candidates that were over 19 in 1977. More than 8,000 of the 14,000 taking O levels were women, the largest group (3,120) were aged between 20 and 29. But among the 11,000 taking A levels, men outnumbered women by almost two to one.

The total candidates for the JMB's exams last year exceeded a quarter of a million for the first time. This was an increase of 7.5 per cent on 1976.

Beauty even in the ugly

Children can benefit from an environment even if it is particularly beautiful or ugly, Lord Asa Briggs says in a booklet published by the Heritage Foundation Group, of which he is a member.

The young environment, a description of the Asa Briggs Project, "one of the most interesting and exciting projects I have encountered," says Lord Briggs's introduction.

Schools in the country were invited to exhibit local environment, including descriptions or pictures of local environment, including descriptions or pictures of local environment, including descriptions or pictures of local environment.

Describing the outcome of the Asa Briggs Project, Mr Briggs, former senior education officer at the Schools Broadcasting Corporation, singles out the spread of objectives for environmental education. As well as teaching skills, these include a sense of history and place, a sense of heritage, developing a sense of community and a sense of social and political responsibility.

"These objectives went beyond many traditional disciplines," he says. "Schools should also be outward looking and establish links with the community." The young environment, V. Bailey Heritage Group, 17 Carlton House Terrace, London SW1Y 6AW. Price 50p.

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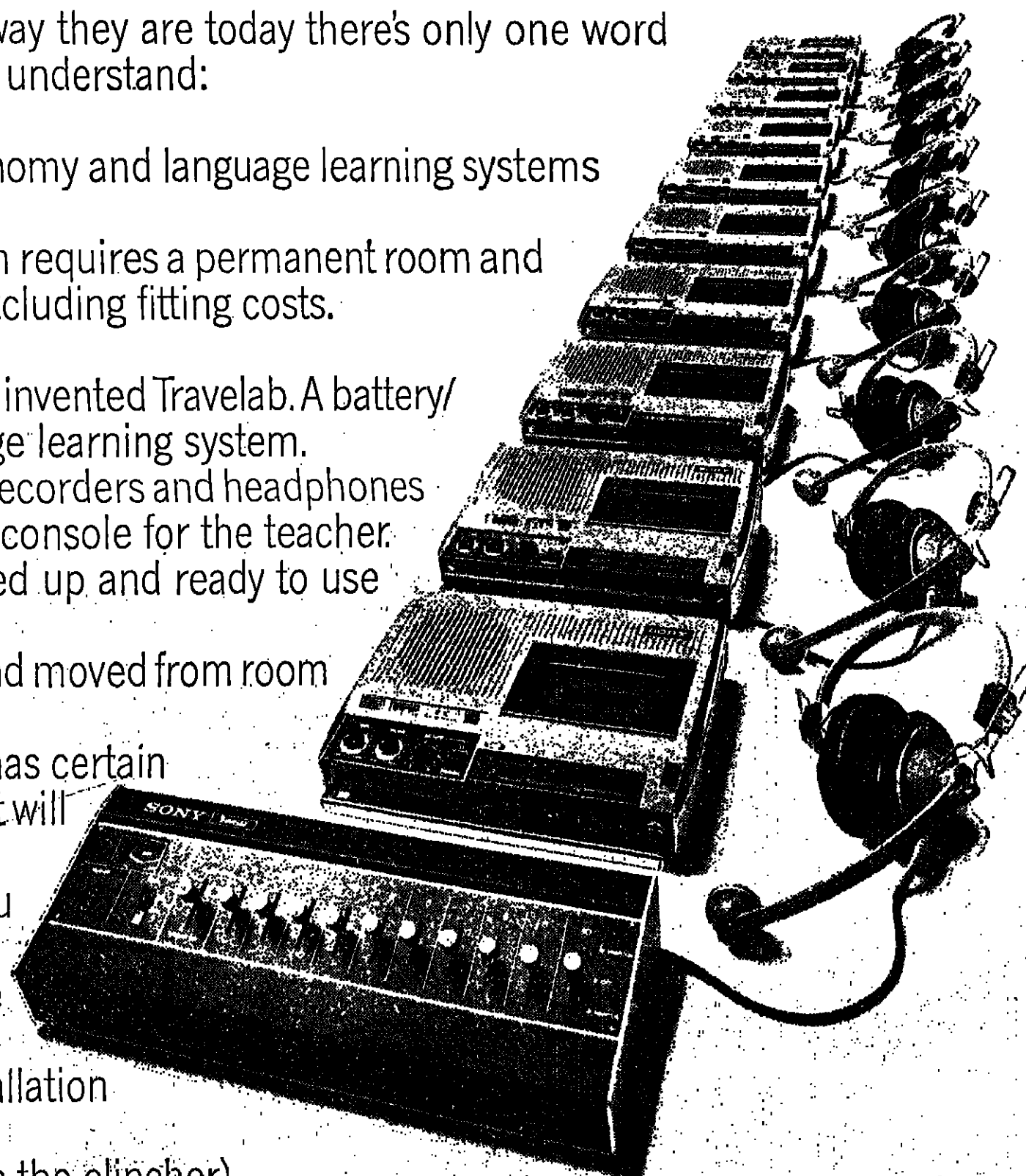
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The open sixth: many hands make relevant work

Outside links

in Tottenham help to

ensure a developing

sixth form

provides useful

courses without

robbing the lower

school. The curriculum

makes experimental

use of City and

Guilds courses.

BOB DOE reports

When a new comprehensive in Tottenham, North London, came of age this year, with its initial intake now maturing beyond the 16-plus stage, a new sixth form had to be created from scratch.

Northumberland Park School, tucked in behind the Spurs football ground, faced the difficulties of many new comprehensives.

● First to provide a full range of sixth-form courses in a school designed for 1,300 pupils without unfairly encroaching on resources needed by the lower school?

● What worthwhile courses could they offer the less academic sixth formers?

Their solution was to look outside the school for groups to share the burden. They built links that have resulted in: A-level classes shared with other schools; work experience for pupils in local firms; courses linked to those of the local technical college; and an introduction to industry and commerce through the City and Guilds semi-vocational foundation courses.

With only one term's sixth-form experience behind them, it is too early to pronounce on the success of these experiments. But in an area where schools are already under threat of losing their sixth forms to sixth-form or tertiary colleges, Northumberland Park is an interesting example of what can be done to make sixth forms work when they might otherwise be thought too small.

Mr Keith Haddock, the school's sixth-form director, believes the curriculum lessons being learnt will be relevant even if Haringey, the borough in which the school lies, does eventually opt for sixth-form colleges in place of all-through, 11 to 18 schools. And for some pupils the City and Guilds foundation courses are emerging as an alternative to the CBE.

Northumberland Park's first intake was a small one, so only about 70 pupils entered the new sixth form this year. Next year they expect twice as many, but even for this first, special year they decided a few concessions should be made against the expense of the rest of the school.

Even so, students had a choice of 16 A levels or a variety of one-year courses based on O levels, the Royal Society of Arts secretarial exams and City and Guilds courses.

Only about 30 are taking A levels and to help spread the burden of such small classes the school has swapped some with neighbouring comprehensives. This year English and history students from Tottenham County School join those at Northumberland Park, and Northumberland Park economic students are going over to Tottenham County.

There are difficulties with timetabling, but we hope to negotiate further links of this kind. Kevin Haddock said. Modern languages were one likely area for such co-operation.

● An important safeguard is that neither school should be allowed to feel that they have lost their A level students altogether. "There were many ways of avoiding this," he said, "taking it in turns to run the course as one or, as in this year's English course, arranging for some tutoring to take place in each school. "Sharing courses like this can ease schools' accommodation problems, too."

Some schools had been slow to appreciate the advantages of these links, he said. But with falling school rolls, and the unpopular prospect of sixth-form colleges, more might be motivated to try such arrangements.

But where Northumberland Park are really pioneering is with City and Guilds foundation courses; these are still unusual in schools.

During the year Kevin Haddock was given to design a sixth form, he moved with a number of possibilities for the one-year sixth-former. Visiting the O-level repeat or upgrading courses had a great success rate—an observation recently confirmed by the National Foundation for Educational Research.

He wondered if the Certificate of Extended Education (CEE) would ever take root, and eventually decided that the City and Guilds foundation courses were a better bet. City and Guilds is an acknowledged body known in the world of work and with a great prestige in the vocational side of the curriculum.

Clearly others are beginning to think along these lines. And in the

half-dozen letters Kevin Haddock receives from heads every week asking if they can come to see the City and Guilds Courses work, Mrs Williams, has recently set up a committee to consider the viability of CEE. Part of the committee's brief is to look at City and Guilds courses as an alternative.

The CEE is too inward looking, whereas the City and Guilds is, where the City and Guilds is, the start of something for many of these young people," Mr Haddock said. The certificates they get at the end of their vocational courses had hard currency value in the world of work. The courses gave students a chance to find out what was involved in any industry they might be interested in without being too committed to any part of it.

They were positive and fresh, not just part of unthinkingly staying on at school. Students were not encouraged to do that unless the school could offer them something; a point that was confirmed by one boy on a City and Guilds engineering course. "I was advised to leave at 16 and take an apprenticeship in a garage," he said. He came back only because in such apprenticeships were available—although he is pretty certain of one now after the C and G course.

Employers were interested in young people who had shown they were keen and enthusiastic about a sixth-former's course, but encouraged to think more positively about taking some sort of step towards a career.

The other one-year courses offered at Northumberland Park include secretarial studies, combined with English and maths O-level, and City and Guilds courses in commercial studies, engineering, science and food industries. This year only the secretarial, commercial and engineering courses were in demand and next year a City and Guilds building and construction course will be offered.

The secretarial and commercial studies courses include RSA exams in office skills such as typing and office practice as well as a term's work experience. The school's local firms employ them in a variety of jobs.

These contacts are proving invaluable in getting these young people jobs later on. Several firms have been so impressed by their students that they want them back, or even try to poach them off the course.

The engineering course is run jointly by the school and the local technical college. The school workshops specialize in motor engineering while the college give an insight into other forms of the trade, such as electrical engineering.

The school also provides the other components of the sixth-formers' course. General studies, called main studies at Northumberland Park, takes up a quarter of all sixth-formers' time. In addition to the City and Guilds courses, general English and mathematics specially geared to their vocational needs.

But this vocational orientation does not mean that the work is anti-educational or routine. The English work, for instance, is based on projects such as composition of a piece of equipment used in practical work, or making a videotape of a simulated job interview to highlight errors.

The students seemed to respond well to this approach, comparing it favourably to the English and SMP mathematics they had done before, though they shared the common dislike of most for general studies.

One boy summed up his appreciation of the course: "We know we will use the things we are doing now when we get a job."

The alternative, the allegedly "real" atmosphere of a full-time course at an FE college, held little attraction for these students. Some had from their courses in their first year and felt they would not be pushed to take care of as they were at school. Others had left at 16, though not to courses the school could not offer.

At the end of the first term the school morale certainly seemed high, though there were signs too that some of them had taken too much of the school's time. They were not, however, taking themselves too seriously.



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A fresh start with numbers

Concern at learning vacuum in hospitals

Education for children in hospitals is inadequate, according to a report by the National Union of Teachers.

Mr Fred Jarvis, the union's general secretary, writes in the introduction to the report, *Hospital Schools—a challenge for education*, that in many children's wards education is provided, and even when it is, resources are frequently stretched.

Education, he says, must be continued in hospital. It not only plays an important part in the children's development, but it can be crucial to progress and recovery.

In any one night, says the report, there are three-quarters of a million children under 14 in hospital. In 1975 there were 159 hospital schools in England and Wales staffed by 1,150 qualified teachers who taught 9,672 pupils. Although the number of children in hospital has remained constant since 1973, the number of teachers has decreased by 7 per cent.

The NUT is concerned about the standard of education for children in adult or specialist wards in general hospitals. At best, says the report, it is inadequate, at worst, non-existent. Out of a total of 816 children's wards surveyed by the National Association for the Welfare of Children in Hospital, only 50 per cent provided education by trained teachers. Children under five fare badly, as do the 16 to 19-year-olds in hospitals for the severely subnormal.

The union is "appalled" by the number of handicapped children who have to stay permanently in hospitals in some areas because there are no places for them in residential special schools.

Recommendations, which the union says should be implemented immediately, include provision of suitable premises away from wards for educational activities, with sufficient storage space for books and equipment, specialist teachers for certain academic subjects, the same conditions of service, pay and holidays for staff as for teachers in special or ordinary schools, in-service training which could lead to a diploma.

Hospital schools—a challenge for education? NUT, Publicity Department, Hamilton House, Mableton Place, London WC1S 8DD. Price 15p.

Pay may lure heads to TUC

Affiliation of the National Association of Head Teachers to the TUC will be debated at its annual conference in May. The association, with 19,000 members, represents about two-thirds of state school heads.

Mr Arthur Tongue, county secretary of the Association of Hampshire Education, is leading the move. In an article in *The Head Teacher's Review*, Mr Tongue says the main argument in favour of affiliation is the influence the TUC has on national pay policy.

Successful Conservative and Labour governments have made it clear that on national pay policy and related matters they will not consult individual unions outside the TUC. The indications are that this policy will continue.

The main fear of members against affiliation, said Mr Tongue, is that affiliation to the TUC could prejudice the political neutrality of the NAHT.

But he points out that if the union did affiliate it could, and would, avoid participation or even prejudice at blatantly political discussions.

It is also possible for a union to be affiliated to the TUC but not to the Labour Party. In 1975 the TUC had 118 unions in affiliation, whereas the Labour Party had only 61, he added.

He concludes that the argument that the NAHT is too small to have any significant influence in the TUC applies to some extent to its membership on other national and policy-making bodies in the educational world.

Tories take stand on morality

A Conservative Party campaign on religious, moral and civic education in schools was opened this week by Mr Norman St John-Stevens, Opposition spokesman on education.

Public meetings are to be held in major cities to alert parents to the potential dangers of extremist teachers said to be set on destroying civic attitudes and subverting morality.

Mr St John-Stevens said this week that extremists of right and left would promote their ideologies if other teachers neglected to ensure that schools transmitted "the essence of what constitutes our civilization and culture."

It was the school's job to make sure that every child had a sense of values.

"We do not believe that the educational system exists to promote dubious schemes of religious engineering, much less to promote particular political doctrines, but rather that its purpose is to enable every child to develop his or her talents to the full for their own good and that of society, and to enable them to share and participate in our heritage of cultural and moral values."

"If teachers and schools neglect this part of their work a vacuum is created which will not remain empty for long, for into it sinister and undesirable forces will move."

Extremist ideologies of left or right are likely to be promoted or



Mr St John-Stevens: "Neutrality is not enough."

what is in many ways worse, a view of life promoted, which is amoral and valueless.

"A generation could grow up both ignorant and uncertain of our cultural and ethical heritage." Teachers who were members of the National Front and Socialist Workers Party were singled out by Mr St John-Stevens as examples of "barbarians" who sat in a book-lined study wielding nothing more lethal than a ballpoint pen, but who were no less dangerous for that.

Religious education should be renewed and revitalized.

Britain was overwhelmingly a Christian country, he said, and Christianity should be the model for religious education. "It should retain its central position in any scheme of religious education but that education should also take

account of other religions and creeds by which our own life has been enriched."

Moral education should also be emphasized. The third area was civic and political education. Mr St John-Stevens said a double danger was looming. "Either the subject will atrophy and die and we will be faced by a generation of political illiterates, or it will be exploited by those who wish to misuse it for totalitarian ends."

Political parties should decide together what was the best way to tackle politics in schools, he said.

"There must be freedom and variety but there are some subjects on which neutrality is not enough. We must legitimately expect from those teaching civics in our schools commitment to the crown and constitution."

As well as holding regional conferences of parents, local government representatives and teachers, the Conservative Political Centre will also canvas opinion among its 500 branches. In addition, four public lectures will be held at the House of Commons in April and May and a conference on the future of the arts will be mounted in London in June. The arts, Mr St John-Stevens said, were a principal source of spiritual experience for many people today.

Stephen Cohen

Metriation: 'keep foot in both camps'

Schools should revert to teaching imperial units alongside the metric system, said Mr Andrew Blackley, Conservative MP for Birmingham Stechford, last week.

In a letter to Mrs Shirley Williams, the Education Secretary, he said that a survey carried out at an unnamed Birmingham comprehensive indicated that most schoolchildren were not familiar with the old units of measurement.

About 75 per cent of those interviewed knew their weight in stones and pounds, he said, but they did not know what a stone was in pounds or even how many ounces contained a pound. And 80 per cent did not know that eight pints equalled a gallon.

"The outside world, and more particularly industry, is still thinking in imperial units. It could take 20 or 30 years before most companies were fully converted."

A spokesman for the Department of Education said it would be confusing for children to be taught two systems simultaneously. In the Administrative Memorandum sent to L.E.A.s in 1974, the department had said it was "not practicable to continue to use both systems indefinitely". In any case, the Secretary of State could not intervene directly.

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Department of Social and
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Course Director: K. Brooksbank

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Full particulars and application forms from Miss M. I. Burden, Tutor for Services to Teachers, Faculty of Education, University of Birmingham, Birmingham B15 2TT.

NATIONAL ASSOCIATION FOR MULTI-RACIAL EDUCATION

STUDY CONFERENCE 1978

Theme: "Multi-racial Education—Policy and Practice"

Venue: Southlands College, Wimbledon

Dates: Friday, 31st March, to Sunday, 2nd April, 1978

Speakers: Mr. Peter Newson, Edn. Officer, L.E.A.

Further details: Freddie Lavender

Conference Sec., NAME

Bedford College of Higher Education

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Holland staff take first step

Veterans of the past few years' struggle to help unemployed young people have been brought in to train the civil servants who will run the new Holland programme for school leavers.

More than 200 of the men and women chosen to staff the programme's 26 area offices are undergoing three-day courses at the Civil Service College in Sunningdale, Berkshire. They include all the area managers and heads of the link teams whose job it will be to cooperate with local education authorities and other organizations.

Sensitivity is the word which comes up most often in the lectures and discussions at Sunningdale. Senior Manpower Service Commission executives like the head of the programme, Mr Geoffrey Holland (who opens each course), impress on staff that they must be sensitive to the needs and feelings of the education service, employers, voluntary organizations and, above all, the young people for whom the programme is being run.

The courses provide full instruction in the complex mechanics of the programme, but they also stress



School
to
work

by Mark Jackson

the social implications and public relations.

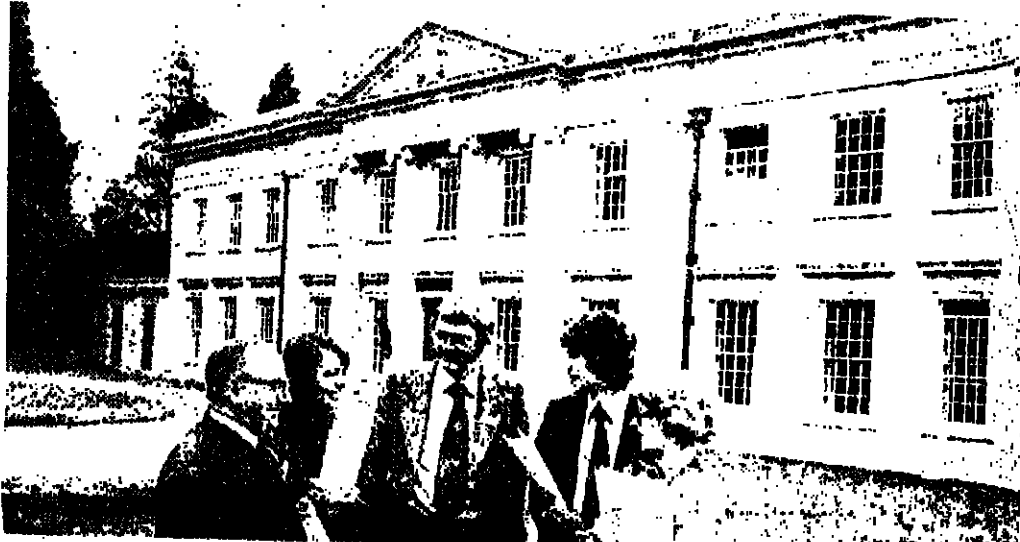
Students are reminded continually that the priority is to meet the needs of individual children rather than to run a tidy bureaucratic operation. Among the visiting lecturers who try to help them understand the needs of disadvantaged young people are a black community worker from North Kensington, an industrial chaplain from Dundee, and an Irishman employed by Hamersmith council to help disadvantaged teenagers find work. Careers officers and a personnel manager

from a big Liverpool firm fill in the picture.

An experienced and leaders has come from the Services Commission to have been running job creation experience programme of the staff have been from other civil service Department of Employment manpower agencies, from young women their 20s to middle-aged have spent most of their over departmental, although many of them fairly varied experience power work probably

Commission officials motivation and communication factors that they look choosing the staff. The most of them are the 100, a former unemployed fit officer who has been programme because he wants more than anything to help the young unemployed.

There has been no rush the commission, of take whoever could be was a rush of volunteers programme which covered vacancies.



Learning about deprivation in opulent surroundings: a group at Sunningdale College.

Push to give EEC youth group a part in decision making

Negotiations to decide what say Europe's youth is to have in the decisions of the European Economic Community have begun in Brussels. Youth organizations and commission officials are arguing out the rights and powers to be given to the new European Youth Forum.

The forum, in which Britain will have six of the 123 representatives, will meet for the first time in June. It will have its own permanent headquarters in Brussels, with a paid secretariat. Three commissions will deal with problems affecting young workers, cultural matters, and political questions. Ample funds are being provided from the EEC budget.

But the international team which represents the member organizations in the negotiations with the commission is determined that the forum should not become merely an ornamental appendage to the Brussels bureaucracy. The members are pressing for the commission to make good the declarations of leading EEC figures, including Mr Roy Jenkins himself, that means people to play an active part in EEC decision-making.

With influential bodies, such as

the youth section of the European Trades Union Congress, represented on the team, the commission will find it difficult to avoid catering to their demands. These include a formal right to be consulted by bodies such as the Council of Ministers and by the commissioners on all matters which affect young people.

The full assembly of the forum will meet only once a year, but in between its affairs will be handled by an executive of 20 members representing the national youth organizations of each of the member states of the EEC and 10 of the international youth bodies.

The British Youth Council, the body funded by the Foreign Office which represents Britain's national youth organizations overseas—and, increasingly, in their collective dealings with the Government at home—is about to begin the formidable task of trying to get its members to agree on how the six places in the forum should be allocated.

Whatever formula is found will have to reconcile the need to represent the national interests of the Scots, Welsh and Northern Irish as well as political aspirations which stretch from the Young Conservatives to the Young Communist League—and perhaps a bit further.

Break out of restrictions, Britain is told

Part-time vocational and training should be in some schools, says the conference on British year-olds held in June.

The conference, arranged by the Organization for Economic Cooperation and Development, Department of Education and Science, brought together national representatives from Britain, Scandinavia, Germany.

They concluded that the nations which restrict education to further education should be changed. The one step towards a coherent system of education and training for all 16 olds.

The Holland scheme, a five-year breathing plan should take place while the age group is increasing in size.

The group also recognized sharp national attitudes of students, teachers and employers affecting further education, schools, of the exam ways of improving education and industry.

Army support lost

The Youth Service stands to lose more than £750,000 worth of activities and equipment — adventure weekends, trampolines, tennis and canoes — when the Army abandons its youth teams next year, according to the National Association of Youth Clubs.

It has asked the Prime Minister to reconsider the decision. A spokesman said: "For the Army this is a real loss of a tremendous resource."

MSC takes over colleges group

The Training Services Agency, patron of further education colleges all over Britain, will cease to exist at the end of March. Mr Albert Booth, the Employment Secretary, has formally announced that the agency, and its sister organization, the Employment Services Agency, are to be absorbed into the Manpower Services Commission.

The training and placement services they have provided will now be run by separate organizations of the commission.

In the field by the manpower directors whose appointment was foreseen early last year. A special will operate the special for the unemployed.

The three divisions will be responsible to Mr John commission's director, and the two existing agencies become its direct employees.



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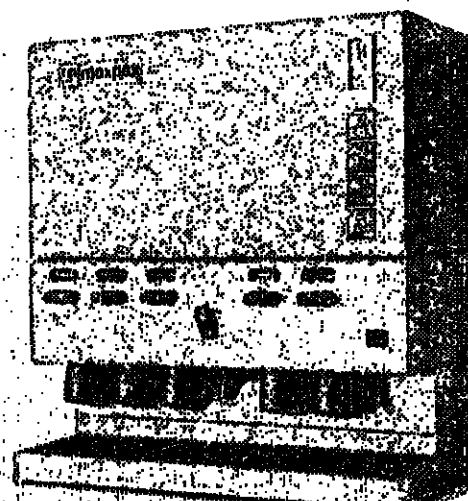
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The options are examined in June. Applicants should be experienced graduates or experienced certificated teachers.

Further particulars may be obtained from: The Administrative Assistant, Institute of Education, 173 Cottingham Road, Hull HU5 2EH, to whom applications should be made not later than 30th June, 1978.

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Mrs Williams plots a course for in-service training—and warned of dangers ahead. Bert Lodge reports:

What's in INSET for teachers

Employers, middle management, design consultants in the form of advisers and a token number of the principal clients (class teachers) that is, three of them) met last week in a Bournemouth hotel to advance further the prototype of what will be the industry's most significant product of the 1980s—the in-service training (INSET) course.

To set off the importance of the occasion Mrs Shirley Williams, Education Secretary but, in effect, minister of supply in this context, paid the 100-strong gathering a flying visit.

It was about supply that she talked first. Local authorities had been given the money to allow 4,500 teachers or the equivalent on full-time secondment this year; and by 1981 this would rise to 13,600 plus 5,000 probationers released for up to a quarter of their time for induction training. For all the vicissitudes of the past few years the Government had never wavered from this target, she said.

Mrs Williams did recognise that because of quibbles in the rate support grant, including the irritating licence local authorities enjoyed in spending it how they liked, some areas would not reach the target. Mr Roy Cave, Cambridgeshire chief inspector, emphasised how far reality was from the ideal with one stark announcement to Mrs Williams: "I see no way at the moment that we can release one single teacher for induction."

Problem one had been identified. Problem two was posed for delegates in the first paper in their thick pile of conference documents: how to make teachers enthusiastic about in-service training. It was written by Mr Jack Chambers, NUT representative and a third of the classroom clientele present.

Other problems emerged: as Mr Patrick Milroy, former chief education officer of Gloucestershire and chairman of the conference, put it: "Need there be a conflict between the needs of the individual teacher and those of the employer—or between teachers and trainers?"

Local authority representatives were concerned about the role of the L.A.s and other groups had looked at the feasibility of long courses and how in-service training was to be evaluated.

In case anyone thought the Fensland gloom of Mr Cave was exaggerated, Mr Milroy recalled that in his last year in harness his county was receiving less than 40 per cent of its needs from the Government—very much less than the 60 per cent for local authorities.

Representatives from other shires counties offered their sympathy; distribution of the rate support grant was weighted in favour of urban areas.

But the lack of any guarantee that the cities would spend all that was given to them for education was voiced by Mr Sam Fisher, head of a London comprehensive and another NUT member. Could Mrs Williams find a way of financing in-service training which would remove temptation from local

authorities to simply keep the rates down?" he said.

The amount of money available was not the whole problem. Mr Colin McCabe, evaluator of the Northumberland pilot induction scheme, pointed out. The financing of in-service training was very confused. The fees which institutions were charging local authorities for putting on in-service courses varied across the country.

Mr Chambers had a blunt message for the conference: unless teachers see something in it for them they will not be attracted to in-service courses. It was not more money he had in mind (although a recent survey among 2,000 Cambridgeshire teachers showed more than a half in favour of some form of award at the end of a course).

Teachers had to feel that INSET would enable them to do their job better. This would not happen if, as had happened, despite teachers voting overwhelmingly for a certain course the L.A. put on another.

Mr Howard Bradley, INSET tutor at Nottingham University school of education, volunteered more depressing information. His survey two years ago, among 136 primary schools in three counties, found that a large number of women science teachers were apathetic to the idea of INSET.

Mr Milroy remarked that it was refreshing to have to think about what would stimulate teachers. They had become so used to addressing their efforts to interest administrators.

The attractions of INSET for teachers is closely related to what Mr Milroy called "the personal versus the institutional" question. This means simply: how much INSET should be aimed at the self-improvement and/or career advancement of the teacher, and how much for the good of the school or for the employing authority?

As so often when an issue is presented in such simplified terms, the facile point was made that the two are not mutually exclusive, in fact, often complementary.

Yet, a recent policy document from the in-service training sub-committee (INSET) of the Government's advisory committee on teacher training (ACITT) is enough to make the ambitious young teacher ponder: "the circumstances and requirements of the individual school and local authority service, and national shortages will need to be interwoven with the teachers' needs."

Two Mr Brian Henderson of the Open University, requested in his paper: "A potential conflict exists here" between teachers as professionals implying they should have exclusive control over their professional development and as employees, implying that training should be controlled by the employer.

It could mean in these days of falling rolls, that just as the teacher is being out for a course for his self-improvement a signal comes down the line: "Get your kit packed. You're being drifted into another school." Or it could mean a teacher steered towards a mixed ability teaching course he or she has no heart for.

People

Mr David Hart, 37, has been appointed general secretary of the NAIT. He is the youngest chief executive the association has ever had and takes over in April on the retirement of Mr Robert Cook who has been general secretary since 1966.

Dr Ian Jamieson, head of sociology at Balling College of Higher Education in Leamington, is to be head of the Schools Council Industry Project as project evaluator.

Mr Alex Devlin, chairman of the RFE Regional Council Education Committee, is to be a member of the Manpower Services Commission.

Schools

Mr David Hill, deputy head of Fourmyny Primary School, Stoke Newington, London, is to be head of the St. Paul's Primary School, South Lambeth, London.

Mr Joe James, deputy head of King's Arms Primary School, King's Avenue, London, is to be head of the St. Paul's Primary School, South Lambeth, London.

Mr Michael R. S. is to be head of the St. Paul's Primary School, South Lambeth, London.

Mr B. Keith, deputy head, Broadwood Junior School, Newcastle upon Tyne, is to be head of Pendower Junior School, Newcastle upon Tyne.

Mr P. Bass, deputy head, St. Hilda's Primary School, Sunderland, is to be head of the English Martyrs RC Infant School, Newcastle upon Tyne.

Miss D. L. Holmes, head of Westgate III Infant School, Newcastle upon Tyne, is to be head of Ravenswood Infant School, Newcastle upon Tyne.

Mr Peter Haydock, first deputy head teacher of Ashcroft High School, Luton, is to be head of Stopley High School and Community College, Luton.

Mr Michael R. S. is to be head of the St. Paul's Primary School, South Lambeth, London.

Mr A. Sutherland, fellow of the University of London, is to be head of the St. Paul's Primary School, South Lambeth, London.

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Baden-Powell's knot-tying types play an increasing role in community work

Enter the hot-kneed worker Scout

The image of the Scout as a little boy in shorts learning to tie knots in a camp fire is out of date, according to reports by two working parties on the relationship of the Scouts with schools and higher education.

Scouts now wear long trousers, they have dropped the word "boy" from their name and are trying to lose the trappings of a middle-class organization fast.

They are part of what is loosely termed "the youth movement". They carry out a wide range of community work—nature conservation projects and looking after the old. They are also taking their activities into working class areas.

This facilitator, says the schools working party, has come in the last decade. It was accelerated by the appointment of Sir William Gladstone, former head of Lancing School, as Chief Scout about three years ago.

The association does not encourage the formation of new Scout groups (on the grounds that it is better if they spring up spontaneously and locally), but it recommends that the Scouts should make full use of schools.

In particular, Scout groups should be encouraged to meet on school premises and not to be so concerned with having "a place of their own". If necessary, they should build their own meeting and storage places alongside the school.

But, perhaps, most significant was the working party's emphasis on putting leaders out into the world. "Unless we change some of our self-sufficient attitudes, we are unlikely to affect the uncooperative attitudes of others," says the report. "In this respect we must encourage our leaders at all levels to study and to respect the work of others in the educational field."

Cub leaders should try to understand what goes on in primary schools, and county commissioners should get to know the directors of education. Local councillors should also be approached, and relationships with Her Majesty's Inspectors improved.

The report also suggests that a headquarters adviser on schools should be appointed, a recommendation which the Scout Association is already acting upon. He would

lines will become clearer as a survey, which Mrs Williams announced will take place in many authorities, is carried out. The survey will follow when the Scout Association has been able to allow the

Students will be offered membership cards and there will be more discussions on the ethics of scouting, based on the sort of arguments expounded in a new booklet, *Scouting and the Open Society*.

This working paper by Mr David Lodes, reader in history at Durham University, tries to show that scouting is not a historical relic of the British Empire. It criticises Baden-Powell for out-of-date, puritan attitudes, but supports his underlying philosophy—the need to encourage self-discipline and give young people responsibility.

It remains to be seen whether the Scouts will gain the intellectual respectability they are after, but there is no question that the movement is still popular with little boys. Last year they reached a new membership record of 627,500 in Britain, partly because of new recruits from deprived areas. This was an increase of nearly 20,000 over 1976.

The drive to improve the scouting image and broaden its base is a hard-headed attempt to make sure it lives on.



On parade 1970s-style: not only the uniforms have changed.



The BP spirit in its heyday: Dutch Scouts at the 1929 Jamboree.

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Some of my best friends are people who believe that one of these days we or our descendants will freeze to death because of the way that carbon dioxide is accumulating in the atmosphere. From time to time, they utter the words "The Greenhouse Effect" (one that must surely have been intended as the title of a novel, along with "The Odessa File" and such best-selling titles).

Conversation waits on to speculation of how it must one day be either that we (or our successors) will spend our lives in the refrigerated buildings in which we escape the heat or that even Mr Tony Benn (or his successors) will become enmeshed in nuclear power, for fear of the way in which the burning of fossil fuels releases carbon dioxide to the atmosphere, forming a kind of substantial greenhouse in the sky.

Alas, it becomes more and more apparent that it is the effect and not the greenhouse which is insubstantial. The experts of geophysical catastrophe are, or should be, red in the face already because of their inability to decide whether the immediate threat is that of frizzling because of all this carbon dioxide or freezing because the next Ice Age is just around the corner.

What now emerges, from an article in *Science* (January 20) by Professor Minze Stulver, is that at least a half of the increase in atmospheric carbon dioxide over the past century has arisen from changes in land use rather than the burning of fossil fuel.

That carbon dioxide should affect the heat balance on the surface of the earth is beyond dispute. Carbon dioxide does indeed absorb infrared radiation of a wavelength corresponding to the temperature of the surface of the earth, so that the greater proportions of the incident sunlight must be trapped in the lower atmosphere, increasing the ambient temperature.

Unfortunately, page two calculations are more difficult and will be accurate only when meteorologists have found some way of taking account of the importance of clouds (and other complications) in their calculations of the earth's heat balance. For clouds reflect sunlight, and the average cloudiness of the earth can be expected to increase if the ambient temperature increases.

The result is that the increase of ambient temperature is at least partly cancelled out by the increased cloudiness—at least if you are prepared to overlook a further complication, the possibility that really thick clouds may act as heat pumps, transferring heat upwards in the atmosphere.

Quite how, and when, these interlocking uncertainties will be resolved is anybody's guess. In the meantime, the fact remains that the concentration of carbon dioxide in the atmosphere has been and is increasing.

What Professor Stulver has done is to work out from data, which have been largely gathered by other people, where the carbon dioxide has come from, using what has been learned in recent years of the relative proportions of the different isotopes of carbon in the atmosphere, and other naturally occurring deposits of carbon.

Beware the greenhouse in the sky



Science diary by John Maddox

One clue to the origin of the atmospheric carbon dioxide is the presence of the radioactive isotope carbon-14, normally formed in the atmosphere by cosmic rays (and, in the past quarter of a century, by nuclear weapons explosions). Carbon-14 is incorporated into living matter such as trees but has long since disappeared by radioactive decay from the carbon in fossil fuels. Thus it would be possible, if the total amount of carbon dioxide entering the atmosphere each year were known, to tell how much came from fossil fuel and how much from living matter.

The other clue that Professor Stulver has been able to use is the occurrence of the minor but stable isotope of carbon—the isotope carbon-13—in samples of biological material formed at various times in the past. The point here is that growing plants discriminate against carbon-13 (as compared with the most common isotope carbon-12) when they incorporate carbon dioxide into their tissue.

The result, however, is that it is possible, from a sufficiently accurate measurement of the ratio of carbon-12 and carbon-13 in a piece of wood once living, to calculate the ratio of the three carbon isotopes in the atmospheric carbon dioxide from which the material

concerned was formed. This is to infer where the dioxide came from—fossil or recently dead organic matter.

Professor Stulver's method, the data with which he worked is his analysis of about 100 samples of carbon dioxide from the trees of Douglas fir going back to 300 years or so.

What emerges from the analysis is that between 1900 and 1960 the chief source of carbon dioxide in the atmosphere was not the burning of fossil fuel, but the clearing of land in America in particular.

But, since the beginning of the twentieth century, the chief source of carbon dioxide has been the burning of fossil fuel. Between 1960 and 1970, the source contributed equal amounts of carbon dioxide to the atmosphere, but roughly a half, extra has since been added.

During that 100 years, the concentration of carbon dioxide in the atmosphere increased by 10 per cent, from 288 to 300 ppm.

Nobody can tell for sure all this will end. Most obviously depend on the fuel which will be used in the future, but the clearing of land, such as those of the Amazon, will also significantly increase the concentration of carbon dioxide in the atmosphere.

The fact that there is a process, however, at all that, over periods of the order of half a century, the addition of carbon to the atmosphere will be actually removed. Since the two do not distinguish between carbon dioxide entering the atmosphere, which may be added to the atmosphere, the process of removal is also the same.

Moreover, it is clear from Stulver's calculations that sources produce rather more carbon dioxide in the average year than the burning of fossil fuel. In the present scale, it is the greenhouse effect which is some of their anxiety for the future, about the variations of activity from one year to the next.

Sport

University opens a club for disabled

by Stanley Levenson

Birmingham University has opened its sports facilities to the disabled with the formation of a special club. It is open to any disabled person, whether or not a university member.

Use of the amenities will be free; normally non-university members pay £15 a year. Swimming is the main attraction, but table tennis, weight training, archery and other sports are also available. And there is no shortage of helpers; these are not only from the PE department but from other faculties such as law and medicine.

"The expertise we need is all around us," says Professor E. A. Marsland, chairman of the new club. Professor Marsland, himself dependent on a wheelchair since contracting polio in 1946, is a pro vice-chancellor of the university and head of the department of oral pathology at the Dental School.

It all began last April when Professor Marsland and Mr Max Madders, the now retired assistant director of PE, encouraged a group of 20 disabled swimmers to use the new pool on Sundays. It grew further when the pool was also made

available, at the request of Dr David Pugh, of the Guild of Students Community Action, to some mentally handicapped children and then to spastic children who had lost water time when one of Birmingham's public pools was closed.

Now the club intends to venture into outdoor activities such as wheelchair racing and wheelchair slalom.

Professor Marsland was able to visit the University of Illinois last year, where there are 450 disabled students on the campus, some in wheelchairs and some blind. He saw a clear contrast between the American and British attitudes towards the disabled.

In Britain, he says, "there is a great deal of under-expectation on the part of parents and teachers". The disabled "are not challenged to realize their full potential". "The instinct is to cosset them, and it is assumed that the Welfare State will do the rest."

The university hopes that the new club will help the disabled to become more aware of their potential, sporting and general, as well as providing enjoyment and competition.

Rugby worries the Welsh

The success of the touring Australian schools team has given further impetus to the debate in Wales about declining standards of schools rugby in the Principality.

Not surprisingly the switch from grammar to comprehensive schools, being advanced as one of the reasons, not least by former international Wilfred Woolley. In a letter to *The Sunday Telegraph* Mr Woolley's argument seemed to be: comprehensive schools have replaced grammar schools, rugby standards have fallen, therefore comprehensive schools have damaged sporting traditions.

But Mr A. B. Daniel, head of Gwenton School, Swansea, refutes this argument, advancing other reasons for the problems of the game in Wales.

And Mr Daniel, a former Swansea player and Welsh triathlete, speaks from a position of strength. Gwenton, a grammar school, now a mixed comprehensive, has 1,800 pupils, runs nine rugby fifteen of high quality, and for the past two years has won the Welsh open sevens.

He emphasizes what is already well known to teachers and pupils in most large comprehensives: that a much wider range of sports is offered, that activities such as football, basketball, cross-country, badminton, hockey, orienteering are challenging the monopoly of rugby.

Rugby, says Mr Daniel, has no

claim to a divine right of monopoly. A previously cosseted game is having to fight for its place and, he insists, this will do it no harm.

A teacher who freezes on a cross-country course or when refereeing a hockey game, he says, is no less dedicated than the colleague who devotes his time to rugby.

Mr Daniel, who admits the general decline, sees the reasons elsewhere. He argues that there are too many pressures on boys from clubs and the mushrooming of schoolboy leagues and cup competitions.

What bogen as friendly games for boys during Christmas and Easter vacations has developed into intense competitions for boys between 13 and 16, often forcing them to play two games on a Saturday.

He has seen parents and club officials, with cars at the ready, waiting for the end of a morning match at about midday on a Saturday to whisk boys away to another match starting less than two hours later.

Mr Daniel makes most of these points in a letter to the *Welsh Schools RFL*, while demanding a more level-headed approach to the present state of affairs. He wants head masters and rugby teachers involved in all this.

His request is now being considered by the schools union and the senior Welsh RFL.

Survey on movement give under-fives priority status

by Marjorie Pollock Smith

Tomorrow and on Sunday the de Beaumont Centre, West Kensington, headquarters of British fencing, will be swarming with young swordsmen, under-20. From England, Scotland, Wales, Ireland, Switzerland, Belgium, The Netherlands and Portugal, with possibly late entries from other countries, they will muster for their annual under-20 Epee and Sabre international team and individual competitions.

Many men and girls have climbed through the age groups of under-13, 15, 17 and 19 and it is the under-20 men who will monopolize the arena this weekend.

The Amateur Fencing Association's men under-20 subcommittee, chaired by Joe Eden, has done a significant job since its small beginnings in 1963. Before that the needs of the best swordsmen were the main consideration. Others ranks had little or no encouragement. Now all from novices to champions, are given equal attention.

The girls have their own women's subcommittee, which runs a similar programme, each complete with challenge trophy, and promotion to the next grade.

Stepping stone for swordsmen

by Marjorie Pollock Smith

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Ombudsman takes second tilt at council on travel pledge

Cambridgeshire County Council has been rapped over the knuckles for disagreeing with a report from the local government Ombudsman and refusing to provide free transport for a pupil.

The Ombudsman, Mr F. P. Cook, says in his second report on the council that he still believes maladministration took place and that injustice was suffered.

Mr Cook's first report, in March, dealt with a complaint that the council broke its pledge to provide free transport to a school which was further from the child's home than a school nearer by. The council had been allocated to the nearest school by the council but the balance in numbers and social mix between the two schools.

When Cambridgeshire explained this to the parents, it was told to provide free transport. But when the county reviewed its spending in 1976, it was decided to phase out the scheme. Mr Cook's first report, which produced a verdict of maladministration, and injustice,

was rejected by the council which declared that it did not accept the finding and proposed to take no further action.

"Second reports are rare", Mr Cook says. "But when they have proved necessary I have indicated what action will satisfy me. In this case, that action was for the council to honour with the complaint the package deal which it inherited from the former authority."

Despite the council's financial problems, he says, the cost should not be great.

North Yorkshire County Council has been found not guilty of maladministration over its allocation of pupils to secondary schools. Four Ombudsmen had complained to the Ombudsman that they were unable to obtain up-to-date information about the selection procedures.

In another case the Ombudsman did not find any maladministration by Cheshire County Council after a father had complained that his son should have gone to a grammar school rather than a secondary modern.

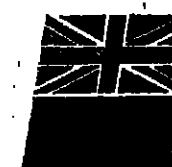
Hot-footed: David Yates (right), P.E. teacher, during a 100-mile sponsored run at The Thomas, Lord Audley School, Colchester, Essex. He hopes to get £800 towards the cost of a mini-bus.

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Budget gives go-ahead for 'all-in' school day

by Mike Duckenfield

The long-planned SIA reform to give local education authorities, teachers and parents more say over how schools are run, what they are used for and how the curriculum should be organised is to go ahead, on schedule, this July.
 Fears of postponement following last September's devaluation of the Swedish Crown—the second in five months—and the government's could not affect the new costly social reforms during the next two years have proved unfounded, even though SIA is expected to cost 184,000,000 Skr (£20,500,000) in the next financial year.
 The implementation of SIA is one of the main educational features of the annual national budget presented to Parliament this month. Others are the creation of more upper secondary school places and the setting up of a committee to survey the progress of the integration of the handicapped into ordinary schools.
 Overall, the budget, the second of Mr Thorbjörn Fälldin's three-party centre-right coalition government, paints a gloomy picture. Spending in the year beginning this July will rise by 10 per cent but living standards may fall the first time in a generation and the main needs will be to stimulate employment, balance the economy and save energy.
 Education spending will only increase 13 per cent to 19,620,000,000 Skr and, with inflation expected to be just in double figures, the only real growth will be in higher and adult education for which spending is to rise by 18 per cent and 20 per cent respectively. That on schools will increase by between 12 and 14 per cent.
 The SIA reform, which is based on a 1974 government commission report (TES April 2, 1976) aims to create an integrated school-day

Survey reveals growing exams success

by David Dungworth

Figures published by the Department of the Interior indicate that the success of the West German school system is growing. The raising of pupils' marks and the reduction in the number of pupils failing is a sign of success, according to a report, *School Leaving*, by the number of young people entering the labour market for entry to higher education or to the armed forces. The report, published by the Department of the Interior, shows that the number of pupils entering the labour market for entry to higher education or to the armed forces has doubled from 109,120 in 1975 to 218,240 in 1977. The report also shows that the number of pupils entering the labour market for entry to higher education or to the armed forces has doubled from 109,120 in 1975 to 218,240 in 1977. The report also shows that the number of pupils entering the labour market for entry to higher education or to the armed forces has doubled from 109,120 in 1975 to 218,240 in 1977.

Low achievers get most help

Clive Cookson, North America correspondent, on the US federal Budget

WASHINGTON
 President Carter is asking Congress to increase federal education expenditure by 14 per cent next year. The increase will be 7 to 8 per cent, depending on inflation, enough to delight most educational interest groups, which, only a month ago, were expecting little more than a standstill.
 The President's annual Budget, released this week, includes a \$10.2 billion outlay for the education division of the Department of Health, Education and Welfare (HEW) during the fiscal year 1979 (which begins on October 1, 1978).
 At the end of the fiscal year 1979, Mr Carter will seek from Congress a Budget authority of \$11.7 billion for education in 1979. This figure is larger than the outlay because most states and the federal government advance vocational education. The 1979 advance of the federal government will meet 12 per cent of the excess cost of educating four million handicapped children.
 The only item in the education Budget that President Carter wants to cut back is what is known as "impact aid". This is intended to compensate school districts that include federal property, which is exempt from local property taxes. The federal government has maintained schools.
 But, on past form, he will have trouble forcing his proposed \$51m cut in impact aid through Congress.
 The largest increase in the education Budget are in the so-called Title I grants to state and local education agencies for teaching low-income, low-achieving children. The emphasis, said HEW Secretary Mr Joseph Califano, will be firmly on teaching them the "basic skills" of reading, writing and arithmetic. The total increase in Title I funds will be \$661m; of this, \$244m will cover rising costs of education for the 6.5m disadvantaged children being served under existing programmes.
 The remaining \$400m will be used for a new programme that the Budget says will "provide additional help for those areas that face particularly severe education problems".
 Education for the handicapped, a major federal priority, receives the second largest boost—\$279m or 40 per cent. During the 1978/79 school year the federal government will meet 12 per cent of the excess cost of educating four million handicapped children.
 The only item in the education Budget that President Carter wants to cut back is what is known as "impact aid". This is intended to compensate school districts that include federal property, which is exempt from local property taxes. The federal government has maintained schools.
 But, on past form, he will have trouble forcing his proposed \$51m cut in impact aid through Congress.

Government breakdown halts major secondary reforms

from Dalbert Hallenstén

Italy's thirty-fourth government, since the Second World War, has been unable to carry out major educational reforms. Even if the present government, led by the Christian Democrats, is resolved to do so, the political situation is such that it is unlikely to be able to do so. The government is divided into two main camps, the Christian Democrats and the Socialists. The Christian Democrats are in favour of a more traditional approach to education, while the Socialists are in favour of a more radical approach. The government is divided into two main camps, the Christian Democrats and the Socialists. The Christian Democrats are in favour of a more traditional approach to education, while the Socialists are in favour of a more radical approach. The government is divided into two main camps, the Christian Democrats and the Socialists. The Christian Democrats are in favour of a more traditional approach to education, while the Socialists are in favour of a more radical approach.

Optimistic outlook for 'respectable' union

from John Walshe

WEXFORD
 Leaders of the Union of Students in Ireland (USI) told the annual congress here this month that membership figures were up and that the union was in a "respectable" position. The USI is a student union that represents students in Ireland. The union has a long history and is well known for its commitment to student rights and education. The union has a long history and is well known for its commitment to student rights and education. The union has a long history and is well known for its commitment to student rights and education.

Irish students' annual congress at Wexford

from John Walshe

WEXFORD
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Delegates voting at Wexford.

More meaningfully employed?

Continued from previous page

and fifth-year pupils whose learning is motivated chiefly by their growing involvement with the adult world, and the perception of their role within it.

At any suggestion of a more vocationally-oriented curriculum, academic hackles start to rise. But what might it actually mean? Simply, "vocational" recognizes the school's responsibility for preparing young people not for a particular job, but generally for a social and an economic role as well as for individual self-development.

It means an even firmer adherence to a broad curriculum: the need for competence in English and maths is more urgent than ever, but so, too, is an understanding of some basic social, economic and political features of society. Pupils should not be allowed to drop science before 16, nor those subjects that encourage skills of hand and eye. Too often the timetable offers either Technology or French, Technical Drawing or History.

However, if the subject labels remain largely unchanged, we would do well to refocus the content and approach. History and geography, for example, may well be suitable vehicles for gaining a better understanding of our society, but often they are not. The right choice of example is almost as important as the choice of syllabus (it might explain why science teaching tends to lead towards academic studies rather than practical applications in industry—a point from the Prime Min-

ister's speech); the balance between the analytical chewing up of knowledge and opportunities to build up new knowledge needs fresh adjustment in many lessons; is too much time spent on individual work at the expense of constructive collaborative work?

One of the big opportunities of the raised leaving-age is still a dream, and will remain one until schools and employers work more closely together. The fifth year should allow pupils to move out from their stable school base into a variety of different environments to "try on" different jobs to see how they fit, without having to make a commitment to any one.

It should be a year for experiencing the world of work in its widest sense—not just factories and shops, but community institutions too: hospitals, libraries, nurseries and so on. The provision must go beyond the afternoon's visit, and become part of a statutory requirement for all pupils to participate in work experience that is thoroughly assessed, contributing to the school's report on each leaver, whether for an apprenticeship or an Oxford scholarship.

The success of any work experience scheme depends not only on the cooperation of employers and a good careers service, but on each school's careers guidance work, which must be an integral part of its structure. From the third year onwards, pupils must be encouraged to match regularly their aims and ambitions with the realities of their academic and social development, and with opportunities in employment and education.

For many young people, the large element of simulation in school learning ("This morning I want us to imagine

that . . .") prevents their involvement in learning: it is too many stages removed from their own experience. We cannot ignore the examples from Job Creation and Work Experience schemes of young people, labelled as failures when leaving school for the dole queue, who show how much they have to offer when given the opportunity to do a constructive job of work. Need we wait until they have experienced rejection and unemployment?

Is not the message for schools to close the gap between pupils thinking about things, and having the chance actually to do some of them? With this in mind, many schools have developed excellent links with FE colleges (sometimes working towards the City and Guilds Foundation Certificate); but too often these courses have been the first victims of financial cuts.

Can we not go beyond work experience and link courses, to seek an alternative path to success for those pupils for whom the accepted examination route is one of guaranteed failure? That handful of low-grade CSEs may represent an important personal achievement for pupil and teacher, but not to an employer, whose attention it diverts from other potential qualities that may come to light only on the job.

It would be difficult, but not impossible, to give some pupils secondment into employment for a significant part of their fifth year. They would remain in the school's responsibility, and would continue to study for part of the week there (possibly with more meaning, whether the subject were metalwork or moral education).

At the end of the year they could be certain that the joint report written on

their work, attitude and behaviour, firm and the school would weigh in with a prospective employer, who would contain an important element of that would be absent from a school's bald statement of exam grades.

Even to make a small dent in the barrier that exists between learning and working will require a degree of operation between schools and employers that might need encouragement on a national basis, but can only be achieved on a local basis. A great deal of ingenuity already in many areas, and the nationally and locally.

It is encouraging, too, to see the two national projects (Schools for the Future and the British Industry Project) are being developed around strong local connections. Industry and commerce open up a new world of opportunities for schools, then schools will be exposed their curriculum to employ a higher priority if we are to enjoy once it.

The Green Paper states boldly: "Industry and Commerce should be involved in the curriculum planning of the twenty-first century, and allow us to give financial and social esteem to those who can improve our environment and to account". In many areas help with the social needs of minority groups and the very young and old, then is being established, particularly in the fields like maths, science and technology in which education is not an end in itself, but a means to an end.

There is growing recognition that the strong interdependence of types of learning and patterns of jobs. This makes it all the more important for employers and educationalists to work together to solve the problems of the

concerns the mobility of labour: at present there are around 10m job changes each year in this country. This fact should strengthen further our rejection of the narrow job training in schools.

But are there certain generic skills that can be employed in a number of very different jobs? Studies by the Training Agency suggest there are; and it is important that schools should be made aware of their nature, so that they can consider the implications for their work.

A second problem is the cloud of unemployment, which will not clear even in the improved forecast for the economy. Predictably, we are hearing the cry for more leisure education—but how does leisure offer security, independence and a sense of purpose? How can we afford such a self-centred solution when there remain so many problems to be solved through hard work? What we need is a redefinition of "employment" to include many more community-based tasks, to which the country must expose their curriculum to employ a higher priority if we are to enjoy once it.

If twentieth-century technology can reduce the number of demeaning tasks, the way that William Morris had hoped, then we must find ways to give financial and social esteem to those who can improve our environment and to account". In many areas help with the social needs of minority groups and the very young and old, then is being established, particularly in the fields like maths, science and technology in which education is not an end in itself, but a means to an end.

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Educational supplement

Tim Albert on the rise and fall

of an experimental

school for black children

in Lewisham

Just a few minutes away from the site of last summer's appalling race disturbances at Lewisham, a small educational project aimed at improving the performances of black children has had a difficult time.

Its mixed success, which included a considerable amount of bitterness from a group one would expect to have enlightened attitudes towards the black community, suggests that one of the most important lessons to be learnt is how emotive the issue of race is, and how it can distort what would otherwise be the most unremarkable events.

The project was for a year-long supplementary school, which would take

place after school hours for about two hours a week, and would be for black children only. The thinking behind the project was simple enough: Basil Manning, one of the organizers, talks of the alienation of black youth: "When they get to the point of leaving school at 16 they have taken to themselves a culture which they now find rejecting them. At the same time there is developing a rift between young black people and their parents."

The organizers of the scheme, the North Lewisham Project, already had a stormy, if brief, history behind them. Founded in 1974, initially for three years, with money from Lewisham Council, Urban Aid and the Allen Lane Foundation, its first 18 months saw various resignations, including that of Basil Manning, and then his reappointment as senior community worker in charge of the project.

A South African and former chaplain at Edinburgh University, he says there had been policy differences. "The original policy seemed to consist mainly of handing out help. I see our main aim as not an advice centre or as giving immediate help, but as developers, running projects which would look at long-term solutions."

The idea of an experimental supplementary school had been one of his original proposals: he had suggested it following visits to local schools. He says he was worried that black children were underachieving, that there were in the classrooms "books that were blatantly insulting to them", and that there was a lack of suitable materials for children who wanted to do projects on subjects such as Jamaica.

"Many teachers didn't see there was a problem", he says. "But by their own admission they hadn't been trained to teach in a multi-racial society. That was nothing new. All of it had been said before. But the new development was the number of supplementary schools starting up."

They decided to set up and run their own as an experimental project. "Everybody agreed about the problem. We wanted to point out some of the practical solutions. On the basis of having done it ourselves, we would be able to go to the schools and talk to them not from an ivory tower, but from practical experience. We also wanted to press our recommendations at every possible level." They finally got backing from the City Parochial Foundation and from the Community Relations Commission, to the tune of £1,900.

An education officer was appointed to run the scheme, and in late 1975 they contacted the school next door for suitable children. The 240-pupil John Evelyn School, whose gaunt Victorian frame could be clearly seen from the project's offices, was run by a white South African liberal, who at the time was enthusiastic about the plan. They asked her and her teachers to suggest children.

This was when the first friction arose. The project officials say they made it clear that the scheme was for black children, and that the conditions of their two grants laid this down. The teachers refused to discriminate, and put down the names of black and white children. Not surprisingly, they now say that the project was discriminatory.

The project got under way with 25 seven to 11-year-olds, mainly but not exclusively from John Evelyn School, in November, 1975. It lasted for about a year. As well as the 25 children, there were five teachers (three black and two white), and a budget which worked out at a mere £80 per child per year. The school took place on Wednesday evenings in the project's offices: "not the most comfortable of places, but parents didn't want it to take place in the school", says Basil Manning.

One interesting thing that emerged was a rift between the African and West Indian children. "They felt quite alienated by the materials", says Basil Man-

ning. "We tried to teach them separately, and to introduce topics related to Africa as a whole. In doing that we found the stereotypes that the West Indians had about Africans: the little Black Sambo view of the native, and all that. The whole thing was an education of how children can become alienated by the teaching materials you use. In the end the African kids started rebelling, and became disruptive."

Other problems that arose were the lack of space in the buildings, the short time available for lessons, and the difficulty of explaining to other children and their parents why they were not allowed to take part.

What did it all achieve? One mother of an eight-year-old West Indian said her son had not been getting on at all well with his teachers. In the supplementary school they were able to spend more time with him, he was interested in the work because it was about Jamaica, and he had gained confidence. Even his speech, therapist remarked on the improvement, she said.

"We started it as a demonstration project", says Basil Manning. "I think we did manage to demonstrate that it is possible with a little initiative on the part of teachers to integrate within the classroom work relating to black children. We have given in our report examples of some of the things that teachers with a little bit of imagination can do. We have shown that the kind of books we need for juniors are not immediately available. And we have now convinced the LEA that it is an urgent task."

The project also spawned a lengthy report, published in February, 1977. Its long list of recommendations included: the suggestion that the LEA appoint a teacher to be responsible for underachievement among black children (one has already been appointed); that there should be improved teaching materials for young black children; that there should be urgent attempts to provide in-service training on the problem. They also recommended that home-school liaison teachers should give more time to home visits, and that there should be increased participation of parents in classrooms.

The John Evelyn teachers saw this as direct criticism. Their feelings finally broke out after the *Daily Mirror* seized on the remark in the report that West Indian children were portraying themselves in their paintings as white. ASHAMED OF BEING BLACK ran the headline, and the story started: "Some black children are so ashamed of their colour that they are pretending to be white."

The teachers were furious. One told me that she thought the project had been undertaken in an unprofessional way, and that she had been criticized (by implication at least) without anyone bothering to see how she taught in her classroom. She also felt that the children had been used as pawns—chosen to back up a political statement, rather than to be helped.

Shirley Broad, the headmistress, makes efforts to be pacific. But in doing so she reveals her dissatisfaction with the project. "Do I regret it? No. People have got to find out. . . . And it is good at least that the children had extra attention. . . . But some of the teachers feel that the materials the children used on the project were not necessarily related to their needs, at their age. We were also aware that an interpretation was given of children's work that was not necessarily accurate."

Basil Manning also tries to smooth things down: "It was not an indictment of the school, but of the lack of provision generally. My initial observations were not anywhere from here, but from other schools." He also admits that he could have liaised with the teachers better when drawing up the report. "We will continue our efforts to help teachers to begin to understand what confidence in being a black person is all about", he says.

One man's mainstream...

'My impression is that their proposals come at this time because they recognise that youngsters are already doing politics, but fear that they are doing the wrong politics'. Nigel Wright assesses the discussion document on political education written by two HMIs

The debate about political education cannot be rushed to an easy consensus. It will be a long steamy one, and for that reason the recent paper by two HMIs (reprinted in the TES, November 25, 1977) is to be welcomed as a thoughtful, gently provocative and stimulating contribution. Few will doubt their premise that we are not adequately preparing youngsters for their political responsibilities. But there are many problems which the HMIs were not able to raise.

From my own vantage point the key practical problem is this: how might we expect the pupils themselves to react to the formal inclusion of politics in the curriculum? Attempting to answer this question leads us to consider fundamental theoretical problems. For the HMIs' paper is evidently based on a "commodity" model of education; knowledge, attitudes and skills are seen as things, and educating as the process of feeding packages of these things to the pupil.

They, to varying extents, consume these packages and thereby become more educated. Hence the metaphors commonly used: to "give", to "pass on", to "transmit", or "provide" education. In this view the two key questions of pedagogy are what packages to supply and how best to get pupils to digest them. The HMIs' paper is concerned with the former question but hardly at all with the latter.

Yet it is in facing this second question—how to get pupils to consume the package—that we encounter problems which cast doubt upon the whole validity of seeing education as a matter of passing on packages. Quite simply, I doubt whether the generality of pupils will swallow a politics package of the type proposed. Political education will be seen

by far too many as merely another boring subject or boring topic within an already boring subject, to be endured at best or rebelled against at worst.

All the more so if we recognise that, despite any admirable intentions, by the time political education has worked its way down the hierarchy to the average class teacher, it is unlikely to consist of much more than ex cathedra moralizations, and charts illustrating the role of the TUC.

The HMIs talk as if politics was just a matter of people holding different views. For them it can be intellectualized and abstracted. Hence their emphasis on "concepts", "understanding", "attitudes". But politics (unlike maths) is as much about power and action. If there are some people who sit around finely honing their views until they feel ready to launch into action, many more people develop their views as a result of the experience of active power struggles. The quest of today's dissidents is not for stances but the power to change things.

The separation of views, attitudes and knowledge from action is a traditional characteristic of our education and, arguably, a crucial weakness of it. "People are seeking, and claiming, their right to discuss and to choose," say the HMIs. They are also claiming their right to act, and this is as true of school pupils as of any other group. Even truancy, indiscipline or refusal to learn—to mention only the most negative expressions—are forms of political action.

There are indications that the HMIs recognize this in their paper, but their hint that school councils can take care of this side of things is hopelessly inadequate. In every case I know of the school council is used as a device to thwart the pupils' urge for action rather than encourage it. The lesson we need to learn from the classrooms—at least inner city classrooms—is that many pupils there are engaged, actively or passively, and usually inchoately, in resisting those who have power over them: teachers, and the whole machine that backs us.

For when we consider manifestations like the National Union of School Students or punk rock we have something as clearly political as the Liberal Party conference. By a wholehearted co-op. My impression is that the HMI proposals come at this time because they recognize that youngsters are already doing politics

but fear that they are doing the wrong politics.

For despite their very neat footwork, it is not as simple as the HMIs would have us believe to sidestep the question of what is good politics and what is bad. Isn't it because such consensus as hitherto prevailed is collapsing that political education has been mounted in recent years? Because of this lack of consensus it will prove virtually impossible to reach agreement on the details of any package introduced as political education.

It is clear from their report that the HMIs are not so much interested in moving forward in a search for an entirely new consensus—a search in which adolescence could play a real and active role—but in making a somewhat desperate attempt to reassert the old consensus. For example, they say: "British democracy is parliamentary and rests on national parties." But surely the problem is that the national parties have no proposals for the resolution of the difficulties which beset us, other than ad hoc measures to deal with the superficial symptoms. Some of the most interesting political developments are taking place quite outside political parties and institutions: the women's movement is, perhaps, the best example.

Whatever the HMIs believe, Shirley Williams made her position quite clear when addressing the National Youth Bureau last October: "It seems to me crucially important that we should try to edge young people away from the extremes and into the mainstream."

As soon as we begin to suspect that those who propose political education have in mind "edging" young people one way or the other, a host of other questions are forced on our attention. Do we really live in a democracy? Who decides which are the "issues of current importance"? Is "extra-parliamentary" extra-parliamentary politics to be presented as an adjunct or an alternative to "the mainstream"?

Given that many teachers and pupils are already doing politics in schools, in exactly what respects is their current performance inadequate? Could it be that do proposals for political education mark a further attempt to increase the hegemonic role of the school and, if so, have we learned nothing from Ivan Illich? "Did we not get away from the sterility of the commodity model of education

and that involves relinquishing the desire to use schooling for social ends can we get round the intractable problem of constructing a suitable and so-called 'package'." The reason is that a model that contradicts any part of a fully participatory democracy.

The commodity model sees pupils as passive recipients, not yet people, adults in general and teachers in particular have to do things in order to real people of them ("pieces of clay to be moulded" as a former president likes to put it). The ideology behind this is, of course, the classic's empty jug or blank slate.

The alternative view, supported particularly by modern work in linguistics, that children are active agents in learning is a positive act of creating a learner in the face of constructing knowledge.

We should start then by asking what politics is par excellence (a full-fledged politics) and by doing by mastered by learning by doing, covering through active experience, actually engaging in politics (of course not mean national or party politics) is a practicable proposal for the age range. One is reminded of writers who have urged that education is learnt by being tolerated, that for the interests of others is taken responsibility for the interests of others, that making compromises by interacting with others who are prepared to make compromises.

Curiously the HMIs seem to miss this in their paper when they suggest such arrangements as a few non-preferred, or the employment of corporal punishment, prepare for a democracy? But since the answer must be a resounding no (unless one takes an extremely stilted, and wondrous view of life in a democracy), we change the way we do education.

Until we accept this, I cannot see how we can do politics in schools, in exactly what respects is their current performance inadequate? Could it be that do proposals for political education mark a further attempt to increase the hegemonic role of the school and, if so, have we learned nothing from Ivan Illich? "Did we not get away from the sterility of the commodity model of education

and that involves relinquishing the desire to use schooling for social ends can we get round the intractable problem of constructing a suitable and so-called 'package'." The reason is that a model that contradicts any part of a fully participatory democracy.



Street politics, or the art of learning by doing: last summer in Lewisham and (below) Brighton school students protest against the cuts.



Nigel Wright teaches in Inner London Education Authority. He is author of *Progress in Education*, reviewed last week in the TES.

Cut - - and shake gently

As Surrealism takes London by storm, Michael Clarke looks back to the sources

Dada and Surrealism Reviewed.

Hayward Gallery January 11 to March 27.
Seven Dada Manifestos, by Tristan Tzara.
John Calder £4.95, 7145 3557 5.
The History of Surrealism, by Maurice Nadeau.
Penguin 95p, 14 02 1685 5.
Passages in Modern Sculpture, by Rosalind Krauss.
Thames and Hudson £9.50, 500 23272 5.

"The simplest surrealist act would be to go out into the street, revolver in hand, and fire at random into the crowd", wrote André Breton in the second surrealist manifesto. So gratuitous a gesture perfectly expresses the frustration and contempt for almost everything that surrounded them felt by the Surrealist group. Exiled in Switzerland during the First World War the earliest Dadaists had countered the madness of a civilization that could commit such atrocities with every kind of defiance of logic, reason, morality, order. Nonsense, or its simulation, became a weapon.

With the end of the war Dada was spreading everywhere, even becoming politicized in Berlin, but it remained without direction, even chaotic. By 1924 Breton and the "Littérature" group with several of the original Dadaists gathered around them had turned this undisciplined outburst into a revolutionary force. Rimbaud's, "Change Life", was soon united with Marx's, "Transform the World", and a deliberate programme established.

The leaders of both Dada and Surrealism were writers and their initial attack had been focused on language. Long before Michel Leiris wrote, "A monstrous aberration leads men to believe that language was born to facilitate mutual understanding", Tristan Tzara had undermined the basis of that understanding. "Logic is always false. It draws the superficial threads of concepts and words towards illusory conclusions and centres." His solution for poetry was, "Take a newspaper. Take some scissors. Choose from the paper an article of the length you want to make your poem. Cut out the article. Next carefully cut out each of the words that make up this article and put them all into a bag. Shake gently. Next take out each putting one after another. Copy conscientiously in the order in which they left the bag. The poem will resemble you". "Convinced that 'Everything that comes from us freely, without any intervention from speculative ideas, represents us'. So were Breton and his friends in Paris.

With the first surrealist manifesto chance methods, or preferably automatic writing under hypnosis, trance or other induced conditions had become dogma. "Surrealism, n.m. Pure psychic automatism by which is intended to express, either verbally or in writing, the true working of thought. Thought dictated in the absence of all control exerted by reason, and outside all aesthetic or moral preoccupations."

"Encyc. philos. Surrealism is based on the



Marcel Duchamp: Fountain, 1917

belief in the superior reality of certain forms of association heretofore neglected. In the omnipotence of dream, and in the disinterested play of thought. It leads to the permanent destruction of all other psychic mechanisms, and to its substitution for them in the solution of the principal problems of life."

A more radical rejection of established values could not be imagined. Four years later the Surrealists were celebrating the fiftieth anniversary of "the greatest poetic discovery of the nineteenth century"—Bryson.

They were also playing coquette with that other revolutionary group, the Communists. An account of the relationship between these strange bedfellows is clearly told in Maurice Nadeau's still excellent book. There was contradiction enough in the fact that communism was dialectic, materialist and economic while surrealism was idealist, immaterialist and psychological, but the surrealist permitted no restraint of desire. How could the rejection of any critical selection permit a responsible choice? In fact they frequently refused any responsibility for what they wrote or did. Only the rhetorical power of Breton, "The Pope", was able to keep the alliance going for as long as it did. Although the Surrealists were to remain politically involved, after 1933 they did so outside the Communist party.

The same year saw an end to the Surrealist magazine *Surrealism in the Service of the Revolution* and the adoption of not only but also of the long banished label "art". "It is from this moment", declares Nadeau, "the moment when Breton decided himself whether willingly or not in the category of the artists, that we must date the failure of the surrealist movement." Although no one is quite sure when Surrealism died, the Hayward Gallery show follows it up until 1965.

Arranged into 12 sections, each one dealing with one or more of the major themes produced in particular places it is inevitably a

measured, even a scholarly affair. Wisely, no attempt has been made to recreate the cacophony of a Dada event or the coal-sacks, the Surrealist exhibitions, yet in many ways they represented much better the dynamic spirit than the works of art exhibited. Precursors of happenings, they displayed all the characteristics of dream experiences; dislocation of time and space, unexpected connections and an apparent disregard for their audiences. They frequently abused the exhibition along with the books, objects and works of art that these revolutionaries admired—but they are behind glass in a world of their own.

It is ironic that these two movements, begun and led by writers, should now be known internationally almost entirely by their visual works. For a long time the existence of surrealist painting was denied, despite the fact that Ernst had been specifically invited to Paris by Eberhard and de Chirico's pre-1918 work was widely admired. Roger Shattuck, at the end of his long introduction to the 1964 edition of *History of Surrealism*, now reprinted, wrote, "With so coherent a synthesis of our hands as Nadeau's history, we can afford to dismantle the movement, to look behind the blunted generalities for the individual members, and above all to evaluate the works."

Let us begin. When, finally, Breton wrote *Surrealism and Painting* in 1927 he had this to say: "I find it impossible to think of a picture, save as a window, and my first concern about a window is to find out what is looking out on." Although he recommends a "perfect interior model", the window notion is exactly the different, logical structure for and Surrealism stated in 1929 that the Dadaists the picture reflecting that of the artist's. A picture within a picture.

In her serious and brilliantly enlightening

Raoul Hausmann: L'esprit de notre temps



Nations and States: An Inquiry into the Origins and the Politics of Nationalism, by Hugh Seton-Watson. Methuen £12.00, 416 76810 5.

Creative Conflict: The Politics of Welsh Devolution, by John Osmond. Routledge and Kegan Paul £4.95, 7100 8741 1.

Karl Marx believed that the coming of democracy would lead to class war and violent revolution. Instead the twentieth century has been the century of nationalism. As political participation has broadened in its scope, so national feeling has spread from the ruling elite to the people as a whole. The masses have been mobilized not in the interests of class but for the service of the nation. Indeed, in Hugh Seton-Watson's view, nationalism has become a substitute for religious belief, "an ersatz religion".

That nationalism rather than socialism would be the strongest political force in modern states was, however, foreseen by few. Marxists could, in Seton-Watson's words, "console themselves with the reflection that the national struggle is but a passing phase, to be followed sooner or later by the proletarian revolution. Yet recent history suggests that the problem is not so simple as that: victorious socialist (or self-styled socialist) dictatorships seem always themselves to become 'nationalized', and soon show this in their dealings both with persons of other nationality among their own subjects and with other states, whether these are 'socialist' or not. The influence of Marxism has thus not been to internationalize the proletarian, but rather to secure 'A nationalisation of Communism', a Marxisation of nationalism."

National characteristics, then, are in the nature of things more enduring than class differences. For while it is possible to imagine the coming of a classless society, a world in which nations did not exist is hardly conceivable.

Seton-Watson's aim is not to analyze nationalism as a doctrine or ideology; for "its essence . . . is very simple: it is the application to national communities of the Enlightenment doctrine of popular sovereignty"; nor is he seeking to elaborate a general theory of nationalism. His concern is rather with what must be an indispensable preliminary to such a theory—a survey of the formation of nations, the rise of national consciousness and the activities of different nationalist movements. For it is only when the complexity of nationalism is understood that we can hope to construct a theory to explain it.

Seton-Watson asks himself two questions—how have nations been formed; and what types of political movement have sought to achieve the national purpose? His answers to these questions involve him in a broad, encyclopaedic survey of world history. He deals with the old continent of Europe—Britain, France, Spain, the Netherlands, Scandinavia, Switzerland and Russia; European movements for national unity; German and Italian nationalism and Pan-Slavism; the expansion of Europe overseas; the Muslim Empires and Pan Arabism; African nationalism, racialism, and the diaspora nations—not only the Jews, but also overseas Indians, Chinese and Malaysians. He concludes by discussing the relationships between class, nationalism and ideological movements, and finally offers some reflections on nationalism and internationalism.

Nations and States is a tour de force, based upon an astonishing amount of reading and long reflection. Yet Seton-Watson wears his learning lightly. His book is beautifully written in a style unencumbered by jargon or technical language. He is best perhaps on the subject which he has made so much his own—nationalism in central and Eastern Europe—as he patiently unravels the complexities of those unhappy lands. No reader of *Nations and States* will ever again have any excuse for confusing Slovenes and Slovaks, Ruthenians and Rumanians. Seton-Watson ought, however, to have insisted that his publishers provide him with maps, and the reader will certainly need an atlas by his side if he is to make sense of the story. Nevertheless, *Nations and States* would be a valuable addition to every sixth form or university library.

One of the issues discussed by Seton-Watson is whether Britain is a nation with its own national consciousness, or a multi-national state composed of English, Scots, Welsh and Ulstermen. Until recently at least, the answer was clear. For whatever differences existed between English and Scots, the vast majority felt themselves to be part of a unified British national community. Writing in 1940, George Orwell argued that differences between Scotsmen, Welshmen and Englishmen somehow faded away "the moment that any two Britons

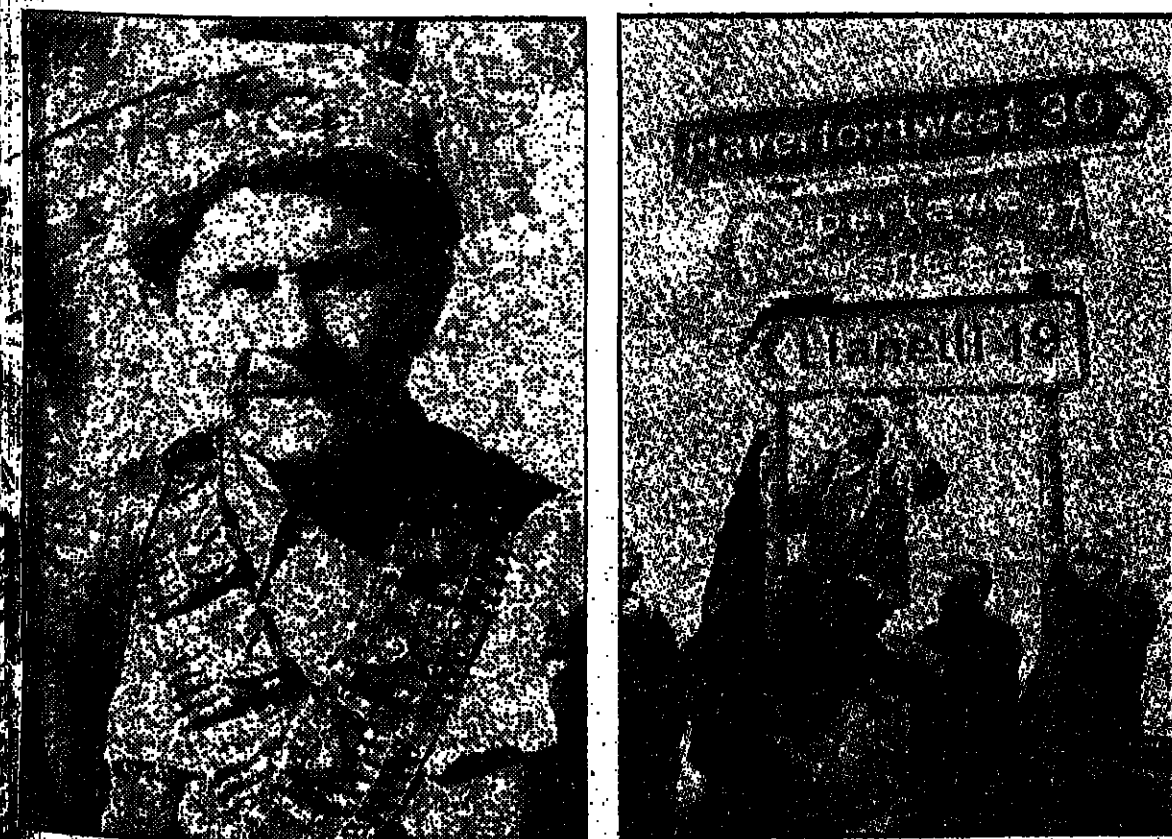
are confronted by a European" (sic), just as to an Englishman the difference between a Breton and an Auvergnat is non-existent. Yet Britain now faces the challenge of reconciling incipient Welsh and Scottish nationalism with allegiance to the British state.

John Osmond's book on the politics of Welsh devolution takes a broad and philosophical view of the subject. He sees the struggle for devolution as involving a "creative conflict" between two different philosophies of government, the centralist philosophy according to which power is located in government, and political supremacy rests with an omnipotent Parliament; and the decentralist view which sees power as residing in individual communities. The conflict between the two outlooks must be a creative one since "it can only lead to a moderating of the position where local communities are increasingly subjugated to the uniformity, authoritarianism and centralism of the British state".

Osmond attacks Marxist explanations of the rise of Scottish and Welsh nationalism, such as Michael Hechter (*Internal Colonialism*) and Tom Nairn (*The Break-Up of Britain*) for failing to emphasize the importance of human feelings of identity and solidarity threatened where national differences are not respected. The appearance of devolution on the agenda of British politics reflects, therefore, the injection of new issues which might well replace those themes of class or corporatism which have so long dominated debate. For "the politics of devolution have arisen because of the belief that it is necessary to establish community rights as an indispensable framework for individual freedom".

Osmond does not, however, confine himself to philosophical generalities. He is the Welsh affairs correspondent on the *Western Mail*, and has a deep knowledge and love for Wales. He provides a fine account of the failure of regional policy in Wales, and the best detailed explanation that I have read of how the Labour Government came to be committed to a scheme of executive devolution for Wales. *Creative Conflict* would be worth reading for its account of this tangled skein of Labour policymaking in Wales alone.

Refreshingly original though Osmond's book is, it nevertheless appears to me that the author, like his philosophical progenitor Rousseau, makes rather too much of the



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Devolution, or revolution?

Nationalism can often prove a more powerful force than Socialism. Vernon Bogdanor looks at a general survey of this phenomenon and also at a local study in depth

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virtues of small communities, and pays insufficient attention to their ugly side—the narrowness, intolerance and small-mindedness which can exist in small units. In Rousseau's ideal Geneva, indeed, the theatre would be banned as a source of corruption. In the attempt to create social ties which bind men together, it may well be that the values of individuality and diversity which have always been central to liberal thought become irretrievably sacrificed. That is a danger which the Welsh nationalists have not always faced.

Nor does Osmond give sufficient emphasis to the point that modern government requires power to be located at different levels if it is to be effective. For, although small units may encourage participation, they may not be effective enough to secure the social and economic aims of government. In an age when capital, knowledge and technology have broken the bounds of national frontiers, economic self-

determination cannot be secured by restoring Offa's Dyke or Hadrian's Wall, but by a proper division of power amongst different layers. This means that the constraints of economic reality are bound to impose higher limits on possibilities of decentralization than Osmond would like.

But it would be wrong to end on a critical note. Osmond's book is undoubtedly the most refreshing that has yet been written on the subject of devolution. Its very power to provoke thought and disagreement is an indication of its merit. Let us hope that it persuades politicians to a firmer understanding of what is now and positive in the critique of industrial society offered by the Welsh national movement, so that the challenge of nationalism might prove a source of renewal, other than disintegration, to the British state.

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Mainly Antipodean

B. S. Roberson

A Geographical Notebook of: Australasia; Africa; South America. By C. A. Richardson. Hodder and Stoughton 95p. each. Looking at Australia. By W. F. and R. A. Henderson. Adam and Charles Black £1.75. 7136 1705 5. Sport and Entertainment in Australia. By R. J. Unstead and R. A. Henderson. Adam and Charles Black £2.50. 7136 1641 5. Contemporary Australia. By Tony Griffiths. Croom Helm £6.95. 85664 427 7.

Thirty and forty years ago most publishers were running successful series of geographical notebooks, and few schools were not equipped with them. They were criticized as cream books, and with the flood of print, good and bad, in the post-war years they died the death. It is remarkable therefore that such should now reappear, and the more remarkable that two at least of the editorial board should have played leading parts in the fostering of the new non-regional geography.

Here is the old geography indeed: continental basis, relief and climate, large clear sketch maps, economic activities, town sites, transport, old and new. The books strike a happy mean between the bare bones and modern descriptive covers. They give pupils, albeit in a pretty condensed form, the essential facts on

the geography of these lands put in a framework of a regional pattern which can be grasped, and without which higher theoretical studies will be built on sand. They will need careful handling in school. Taken en masse, they would be heavy going; as a supplement to enlightened teaching they will enable pupils to take from school more than a hazy recollection of places they have studied.

The notebook on Australia provides just that academic background which should be in the teacher's mind when using the cheerful and well-produced books of the Black's Social Studies series, though these are also perfectly good birthday presents for Australian or any other youngsters.

Looking at Australia is an attractive, colour-illustrated work, fundamentally aimed at primary school level, which covers most aspects of Australia, with a faintly geographical flavour. The content ranges from scenery, people, games and everyday activities, all matter calculated to widen the background of the reader. It rings true, and the young Australian will recognize himself—somewhere—in it.

Sport and Entertainment is similarly freely illustrated, but in black and white and it is through its very subject matter, more disparate. There is a connecting strand of history however, and the foundations of a realization of social history are laid, particularly in the concluding summary table of the growth of the town of Creswick.

To grow, or to stand still?

Catherine Basham on the economy of the Third World

The Economic Growth Debate: An Assessment. By E. J. Mishan. Allen and Unwin £7.50. 04 330280 7. £3.50. 330281 5. Goals for Mankind. Edited by Ervin Laszlo. Hutchinson £4.95. 09 131301 5. Marx and the Third World. By Umberto Melotti. Macmillan £8.95. 333 18981 7. £3.95. 19817 4.

Trade and Developing Countries. By Kathryn Morton and Peter Tulloch. Croom Helm in association with the Overseas Development Institute £9.95. 85664 303 3. £4.50. 414 5.

Three of these books present us with imperatives, to wit, to find an alternative to growth as the mainspring of a healthy economy; to decide on realistic goals for mankind; and to hurry on the revolution in the advanced industrial nations. Otherwise, we are told, the outlook for us all is pretty grim. I don't subscribe to Melotti's view that revolution is our only hope, but I suspect that both Mishan and the Club of Rome (sponsors of "Goals for Mankind") could be near enough to the truth to deserve attention.

Professor Mishan's book is required reading for anyone interested in the economic growth debate, which should mean all of us—as he says, it is much too serious a matter to be left to economists. He begins

by destroying the notion that growth per se is good: this is obvious enough after a little thought, but consider the universally glad response to the recent OECD forecast that Britain's growth rate would be up this year.

Mishan then shows that economic criteria alone are not sufficient, and that much of the current pro-growth argument is irrelevant to the debate; we must have some concept of "good life", and this means taking into account things which are outside the economist's realm. The gloomy—and convincing—conclusion which he reaches is that "the... consequences of economic growth tend to an overwhelming impression: that continued economic growth in the West will remove us yet further from the good life."

Goals for Mankind is the fifth of the reports to the Club of Rome; certainly worthy, but also a bit weighty compared with some of the earlier ones. One hundred and thirty experts (none of them from Britain, France or Germany!) have compiled a world atlas of contemporary goals, national and global. If we are agreed on wanting a safer and more humane world for all, then national and institutional goals must be altered accordingly; not least our unthinking assumption that "growth" for "my country" or "my firm" or "my research" is necessarily a virtuous goal. This book is nothing like as readable as Mishan, but it is faintly optimistic.

Professor Melotti is concerned

to revive Marx's concept of the Asiatic mode of production, and he does it very well. Never mind his final exhortation for a Western-led revolution to lead to world socialism: the rest of the book will help with understanding modern underdevelopment and international inequality. And if we must find and adapt to a static rather than a growth economy, we could perhaps learn from the Asians, who had no such concept. Briefly, Marx's concept of Asian society is one based on the absence of private property in land; hence feudalism and capitalism cannot develop. The state is the landlord, providing irrigation and security in return for rent, and the exploiting class. Russia today displays many characteristics of this system. A most interesting study, and not just for Marxists.

Of course if you are actually concerned with "developing" countries, let alone an inhabitant of one, it is pretty hard to abjure growth. One of the authors of *Trade and Developing Countries* assumes that is the primary economic goal. The examining the trading patterns of the Third World, and in the light of these patterns discuss the various theories of international trade. Their conclusion is that, for these countries, trade should be considered as an instrument of development, and that for this to be so the benefits and costs involved in participation in trade must be assessed. A useful contribution to the field of development economics.

Studied beneficence

John Oxenham on overseas aid

Britain and the Developing Countries: Africa. Central Office of Information Reference Pamphlet No. 94. HMSO £1.65. 0 11 700924 5. **Africa and Development in Southern Africa.** By David Jones. Croom Helm in association with the Overseas Development Institute £11.95. 85664 511 7.

It is the nature of official publications to err on the side of beneficence. Pamphlet 94 is no exception. Noting that the slave trade was conducted almost entirely through African channels, the book

smiles on the complementary nature of the trade between Britain and Africa. How that complementarity might have been achieved is not its business. Its job is simply to provide facts. This it does, but in a way that stupefies rather than helps. The text-writer must have cursed his choice, for most of his grist would have been better milled into tables, histograms and the like. Some text is of course needed: how else could we be told really striking facts, such as that in Malawi smallholders have been "the crucial domestic factor in achieving an annual average growth in GDP of over 11 per cent (at current prices) over the last decade"?

But the present weight of fact wears heavily, reformed into only five tables, and heretofore index, makes reference an uncommonly burdensome operation. In contrast to Pamphlet 94's pendulum, David Jones offers a lively and lucid review, analysis and assessment of Britain's aid to

just three southern African countries. His study is a contribution to the Overseas Development Institute's series on aid. It is also an account of the aid programme not been a total waste, and probably now be worth them.

The subjects are three: Lesotho, Lesotho and Lesotho. Long lumped together as one of their poverty, their dangerous and dependence on the South Africa, the demonstration of the

is even in smallness. The structure of each country is workmanlike. A

tailed review of the country's history and current situation, followed, first, by the factors responsible for the decline of the middle classes—taxation policies, inflation, "the onslaught on the self-employed", etc.—and cracks at the middle classes themselves, enjoining them to fight back with all the might and intelligence they can muster and offering an agenda for action.

Peter Townsend's *The Family Life of Old People* is already well-known among professional social scientists and social workers but it still deserves a wide reading public, especially among policy-makers and administrators both national and local. It provides a report on a sociological investigation into the family conditions of old people (the East London) then an analysis of the chief problems of old age, concluding with definite proposals for social policy.

In general, Townsend finds that the "extended family" is still of considerable importance, and, in his policy proposals, argues first for "prevention" of some of the problems of age (poverty, isolation, loneliness, an increasing sense of the pointlessness of life) by housing policies to support families and keep them together, and second, a provision of carefully and sympathetically designed accommodation for old people which still respects their desire for independence and for the maintenance of relationships with people "outside". It is a conception of "institutions without walls" or, if you like, "with open doors".

All this is not only true and sound, but seems to be increasingly relevant. The problems of old age increase about us. One still sees younger families bearing the brunt of caring for aged parents during 10 years or more of their increasingly helpless senility, and Townsend's comment that "there are still too many large homes built and maintained like barracks, and too many small ones with unjustifiably high standards of admission" seems increasingly true. There is, indeed, cost aside, a simple—but large—scarcity of places in those homes which are well designed.

The message, then, is still of central importance. A final point is that one of the most interesting parts of the book is its 1963 postscript—which offers interesting comments on the changing nature of family and kinship relationships in connexion with the whole process of aging. If Peter Townsend

Paperbacks

Living and partly living

Ronald Fletcher

The Family Life of Old People. By Peter L. Berger. Penguin 95p.

The Decline and Fall of the Middle Class and how it can fight back. By Patrick Hetherington. Penguin 75p.

Pyramids of Sacrifice: Political Ethics and Social Change. By Peter L. Berger. Penguin 90p.

A mixed bag of Penguins—one old, two new, but all in their own fields very good and very timely.

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Nana Olomu of the Itsekiri photographing in Accra after he was defeated and killed there in a brief review. An illustration from West Africa: An Introduction to its History, by Michael Crowder (Longman £2.00)

Hetherington is, of course, right—and much more right than can be said in a brief review. The professions, for example, "conspiracies against the public" though they can easily become, are bearers of some of the most important qualities and standards of our culture. Every bit as important as the supposedly sterling qualities of "the working man"; and the attack on the professions, and especially on the "self-employed" has actually gone as far as disgraceful government so grossly unjust, for example, as the "levy on the self-employed" supposedly connected with national

Fruits of the earth

Rosemary Firth

An Introduction to the Sociology of Rural Development. By Norman Long. Tavistock Publications £5.75. 422 74480 8. £3.00. 74490 5.

Norman Long is a social anthropologist with field experience of rural development in Africa and in Peru. In this book his main concern is to review sociological theories of the effects of capitalist penetration and state intervention in rural areas of third world countries. It is based on material used in teaching at Durham University, where his students made it clear that they needed a theoretical background to their empirical studies, to help them grasp the connexion between theory and research practice.

Both the limits and the objectives of the survey are carefully set out. The author excludes the spread of agricultural innovation, rural market behaviour, and specific peasant studies, as well as problems of rural-socialist societies like China. He also omits much of the interdisciplinary material contributed by economists, geographers, and political scientists.

Even so, a huge canvas is covered in an attempt to deal critically with the many theoretical approaches to development, as well as to illustrate them with actual field examples. De Long draws on a wide and distinguished pool of references in the socio-anthropological field, including an interesting selection of the French Marxist thinkers, who have provided some stimulating fresh insights in new fields of economic analysis. He deals very fully with planned social change in India, parts of Africa and in Peru; and finally makes detailed suggestions for future strategies of field research.

Perhaps it is inevitable that in a

work of such range and scholarship, the attempt to summarise theories as well as to illustrate them makes for a dense, sometimes difficult book. But the absence of dogmatism, the evident concern with the realities and the minutiae of the situation at ground level, and the careful documentation all combine to provide a most valuable student text, which will repay careful and continuous study.

His central theme, the need for detailed field study of specific local-level processes in relation to regional and national developments, demands analysis of the variety of responses to change at individual and household level. An attempt is made to spell out the many difficulties—practical and theoretical—of doing this. The author's commitment, clearheadedness and erudition should help make a student in this new, important but often confused area.

John Oxenham is at the Institute of Development Studies, Sussex University. David Bell is the author of *A Practical Guide to Drama in the Secondary School*.

Caribbean breezes

Rachel Blake

Song of the Surreys. By Telcine Turner. Macmillan Caribbean 60p. 333 21279 1.

This little collection of poems was written specifically for Bahamian schools where student teachers were jibbing at the anthologies of alien English classics.

The book would be very worthwhile for primary or junior secondary children where regular exposure to poetry is being encouraged. The poems are lively and the pen-and-ink illustrations by the author's husband have character, humour and vivid detail.

In the poems, as well as some of its legend and fantasy, and would restore something of their own to West Indian children while extending the experience of others.

The themes and stories are immediately interesting, but the listening for and perception of poetry is encouraged in some, like the tide poem, which consists of the changing pattern of clip-clop sounds of trotting horses.

The practical notes on their presentation through mime, singing and movement are also valid for poetry, and the pen-and-ink illustrations by the author's husband have character, humour and vivid detail.

Turn your pupils into Bookworms



If you'd like to give your pupils an extra incentive to read, you'll find the Bookworm Club can be a big help.

It's run by Heffers of Cambridge and E. J. Arnold of Leeds, and twice every term it presents a super selection of some of the best children's paperbacks from major British publishers.

Each new selection of titles is described in a colourful club newspaper called the 'Bookworm Bulletin', which also contains articles about authors and illustrators, as well as extracts from some of the books.

Accompanying teacher's notes offer editorial guidance and opinion on the books, and club extras for the children include Bookworm badges.

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THE BOOKWORM CLUB

Schools Council Examinations Bulletin 36
Examinations at 18+
resource implications of an N and F curriculum and examination structure.
The results of a survey, by the Central Examinations Research and Development Unit of the Schools Council, into the resource implications for schools and colleges of the N and F proposals for a curriculum based on five subjects examined at two levels. If adopted, this would replace the present system based on three subjects examined at the advanced level of GCE. Readers may obtain a clear insight into both the N and F proposals and the present situation and may draw their own conclusions from the detailed school and college case studies presented. Comments on the N and F proposals should be made only after publication. In early summer of 1978, of the overall report on the 18+ programme, Schools Council Working Paper 60.
Schools Council 0423 505009 304pp. £5.55 net
Orders to bookellers and suppliers
Evans/Methuen Educational

NEW
Penny Change: Clydeside schools in the seventies. By Janetta Bowle. Constable £4.75. 05 461800 3.
In Miss Bowle's third book about Clydeside schools, (the others were *Over the Top* and *Life in the 1970s*), she examines the 1967 to June 1973, and teaches in three schools.
Miss Bowle's strength is in the staffroom. She mixes none of the fads and fobles—or the kindnesses and generalities—of her colleagues. About them, as about school leavers, she is a delight. With the children she is not so hot, writing overmuch on stock attitudes and impressions.
P. C. Dent

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Among this week's contributors:
Vernon Bogdanor lectures in politics at Oxford University.
Ronald Fletcher is the author of *The Making of Sociology*.
The Marjorie Glastonbury is one of the contributors to *Writers, Critics and Children*.
Sally Jenkins is senior lecturer in politics and government at the Polytechnic of North London.

Children's literature

As we were

Marion Glastonbury

Last Train West. By Gunhild Francke. Hordell and Stoughton £3.60. 340 22160 7.
Over the Wet Lawn. By Michael Standen. Oxford University Press £2.95. 19 271410 4.

Describing her childhood in Germany, during and after the Second World War, Gunhild Francke recalls that toilet paper was unobtainable. Her father, who occasionally worked as an interpreter for troops in the British-occupied zone, asked a serviceman he knew to pass on discarded English newspapers and magazines from the barracks, without specifying what he wanted them for. Tommy agreed, but repeatedly failed to bring any, confessing, when pressed, that he had not forgotten the request but was too embarrassed to comply since "all the magazines contained so much anti-German propaganda, which he did not want to read, because he did not think it was true".

These memoirs are Gunhild Francke's response to questions from her three Australian sons about what happened during the war, questions still answered for many children by the sort of war comic that could well be consigned to the lavatory.

She recounts her family's flight from Silesia in the wake of German defeats on the Eastern Front, their journeys by train to refugee camps, her father's return from the army,

the children's games, trouts and privations. She remembers a black American soldier who gave her chocolate; a white GI who poured petrol over an unwanted lot of bread while hungry children watched.

Yet in this bald inventory of what ate what and who slept where, there is no sense of character, no drama, and little sign of life in hearts or heads. Perhaps this is a true reflection of the numbness that grips people in a crisis—indeed the author tells us in conclusion that she left for Sweden with "a strange feeling of thawing"—yet frozen faculties cannot excuse the main flaw of the narrative: a dearth of explanation that suggests a closed mind.

The nostalgic poem by Agnes Miegel that prefaces the book implies that the Germans were vanquished because they loved their country not wisely but too well. Nazism is not discussed; the Jews and the concentration camps are not mentioned. Hitler is just a loudmouth. Everything is more or less fine until the Russians come baying in. "We know of the terrible things the Red Army soldiers would do." The only evidence offered in support of this belief is an unsubstantiated rumour that Herr Francke's letters, buried in the garden on the eve of the family's departure, were allowed to blow about the neighbourhood.

The Francke family might have been better informed if they had read the propagandist magazines that were tactfully withheld by

their British friend. Later generations will learn more from Judith Kerr and Johanna Reiss whose autobiographical stories give a clear impression both of what the war was like and what it was about.

Michael Standen is another contemporary, also born in 1937, also concerned with 1944, but whereas Gunhild Francke marches straight through actual events, he trips vivaciously "Over the Wet Lawn", heedless of history. Four teenagers on the wall of a black marketeer perform the usual fictional routines: secret meetings, spy codes, kidnappings, confrontations with rival gang, midnight expeditions, a theatrical pageant, culminating in a car chase with a police inspector. There is a lot of chummy interior monologue, and some daring chat about puberty: "Samantha said, 'Ever since I had sex'." Her father, off to Egypt with the RAF, promises to bring back "something I sphinx you'll like". The supporting cast include a blimpish villain who intends to "go like gassed lightning about my nefarious buxtonia, and a headmistress who drowns male kittens because she was formerly a suffragette.

There is no escape from the ingratiating smile of the humbly ubiquitous cliché that hulked behind itself: "It would be corny", said "Blackneyed", said Samantha, pleased to have found the right unsungly word.

Rachel Blake

Acting-out

Problem Plays. By Ann Parquhar-Smith. Hulton Educational Publications £1.00. 7175 0778 5.

In the relative fluidity of role-play a sizable group can enter into a developing situation, experience its tensions, and later communicate them and consider solutions. *Problem Plays*, a collection of nine short playlets on problems which may confront teenagers now or imminently, shares the final aims without the initial personal involvement. Its characters may be more cardboard, its monologues more cut-and-dried, its considerations less probing than those produced by the first method.

The play on race relations involving English and Sikh neighbours might irritate in a multi-racial comprehensive school, for its middle-class setting as well as for the sensitive area covered, and a free acting-out or straight discussion which feels its way would seem a surer road towards a genuine exchange.

The casts of the plays are small, leaving most of the class as listeners, and questions for discussion and suggestions for helpful fact-finding are provided to follow the play-readings.

The book has a strongly practical slant, and the subjects include job-finding, an industrial strike, flat-sharing, buying a car, and ill-considered marriage. Despite their stereotyped character the plays could be a useful starting-point for searching for hard information, if not deeper insights, in order to prepare for the future.

Rachel Blake

Fancy free

The Romantic Imagination. Edited by John Spencer Macmillan. (Cambridge) £5.95. 333 21347. £2.50.

The fundamental purpose of the book is to examine the validity of various theories of the Romantic poets; and to show how the Romantic imagination has been used in the past.

Part One consists of essays on the Romantic imagination, and Part Two consists of essays on the Romantic imagination in the poetry of the Romantic poets.

The book is a collection of essays on the Romantic imagination, and it is a very good book for anyone who is interested in the Romantic poets.

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Rachel Blake

Wasteful activities

Carolyn O'Grady

The kit contains two collections of laminated study cards, totalling 36 pages of informative material concerning historical, technological and scientific aspects of wheat, flour, bread and yeast. Information on how to use the kit, two copies of a 12-frame filmstrip, magnifying viewers, a card of filmstrip information, a small wallchart and a small bag of wheat complete the kit.

Rachel Blake

They are designed as a basis for interdisciplinary project work on litter and related subjects. Each kit contains a teacher handbook, workcards, a filmstrip and notes, three wallcharts, plastic gloves to protect children when handling litter, and posters and stickers. The kit for 10 to 11-year-olds is now available in Welsh.

Children select from topics intended to encourage language development and give practice in basic skills. Maths and science assignments, for example, include work on volume, weight and sets, as well as simple experiments requiring careful recording and the display of results. Other options include surveys of litter in schools,

studies of the local environment, planning recreation areas, role playing, investigating packaging and making recycled paper.

Launching the kit, last week Mr Ken Marks, Parliamentary Under-Secretary at the Department of the Environment, said: "Litter is a product of human attitudes. It is easier and more rewarding to encourage a responsible attitude towards the environment in a young child than in an adult whose anti-social behaviour has been reinforced by years of practice."

The kits cost £8 each plus 80p postage and packing. Order forms from the Koepp Britain Tidy Group, Bostel House, 37 West Street, Brighton BN1 2RE.

Loaves and their uses

O. F. G. KILGOUR reviews a pack on bread

The Bread Story Study kit produced by the Flour Advisory Bureau. Flour Advisory Bureau, P.O. Box 5, Welthorby, West Yorkshire. £3.50.

The kit contains two collections of laminated study cards, totalling 36 pages of informative material concerning historical, technological and scientific aspects of wheat, flour, bread and yeast. Information on how to use the kit, two copies of a 12-frame filmstrip, magnifying viewers, a card of filmstrip information, a small wallchart and a small bag of wheat complete the kit.

Wheat, its structure, use as a food, wheat types, cereals, harvesting and the first wheat known to man are studied in the first set of illustrated notes with the filmstrip, while the magnifying viewer is used to examine the grain structure. The writers misleadingly describe the grain as a seed, whereas botanically it is a fruit or berry.

Both primitive and contemporary methods of flour milling and its food value are clearly described in the second set of notes, which makes major use of the filmstrip. It is surprising that no mention is made of additives in white flour in this section.

Bread is dealt with in a practical approach, with the procedures for making white, enriched white, wholemeal and brown breads, together with interesting experimental work on flours and doughs. All the recipes are fully metricated down to

the 5ml spoon. The diagrams rightly show boys as well as girls participating in the practical work. The poisonous nature of rancid oil of iodine could have been emphasised and a practical suggestion for using 500g and one kg bags of flour or sugar could be made instead of the metric weights which are difficult to find domestically for the experimental work. Perhaps an opportunity was missed to explain why small loaves bake quicker than large loaves but this is minor criticism of a good section which concludes by describing a visit to a large bakery.

Yeast has a short section covering its structure, activities and use in bread with two novel experiments, well within the abilities of the nine to 14 age group. The carrot culture experiment has the safety aspect sufficiently emphasized throughout to draw the attention of teacher and pupil to hazards associated with elementary work in microbiology.

This is an elaborate, attractive, colourful and well produced kit that certainly stimulates the user to want to learn more about this staple item of food. This can be done with the help of the book here provided. There is enough material for the exclusive use of two students, or eight if the colour coded sets are split up, justifying the rather high price.

The Bread Story would be useful for students of home economics, cookery and catering as well as the nine to 14 year olds it is primarily intended for.



Roman women at the time of Augustus. From a workcard in a pack on Augustus recently published by the Cambridge University Press. A review will appear shortly on these pages.

Bard liberated

Peter Fanning

Into Shakespeare: an introduction to Shakespeare through drama. By Richard Adams and Gerald Gould. Ward Lock Educational £1.60. 7062 3631 9.

This glossy edition is based on the promise that, like a famous brand of whisky, you can take Shakespeare anywhere. Take away the knickers and lights and what do you get but human beings in human situations? The authors make another rather dubious assumption that chunks of the Bard will continue to work when severed from the life blood of the play itself.

Twelve scenes, which admittedly stand on their own rather better than most, are selected from plays as diverse as *Lea* and *The Taming of the Shrew*. Preceding each extract is a warm-up session which themes of a similar nature are placed in a general contemporary context. Thus "Discrimination" gets a thorough-going treatment with scope for discussion and improvisation before launching into a scene from *The Merchant of Venice* ("Hath not a Jew eyes? Hath not a Jew hands?"). There is also a series of exhilarating

photographs depicting the all-pervading theme.

After the extracts there are comprehension questions, followed by a summary of day-to-day activities leading up to some kind of dramatic presentation.

Whatever your views on course books may be, this one is thoroughly practical. There are notes on dividing up the class into groups and plenty of scope for unscripted work. Advice such as "dragging bodies tends to cause giggles" reminds any teacher that things are never as easy as they sound.

Assuming, of course, that the long term aim is to persuade the children to read whole plays, a few of the choices are rather bizarre. Naturally the letter scene crops up from *Twelfth Night* (illustrated by a clown with umbrella and handbag) and the murder of Julius Caesar appears under the heading "Plots and Conspiracies". But a set-to by Malcolm and Macduff in *King Lear* will hardly create the flavour of that black Scottish play—whatever its merits as theme based drama—in a rather weak chapter called "Put to the Test".

But, in spite of the problems inherent in a scheme of this nature, *Into Shakespeare* will provide ideas and approaches for anyone who wishes to liberate Shakespeare from dry-as-dust, stockroom texts.

Playing drama games

David Self

Theatre Games. By Clive Barker. Eyre Methuen £4.95. 413 45370 7. £2.95. 45380 4.

These heavily into creative or educational drama where the development of individual personalities and group bonds is everything are inclined to regard theatre training as an artificial world of formal fencing with falls, rounded vowels and crisp consonants.

Theatre Games destroys any such barriers and takes the philosophies of educational drama firmly into the theatre. Subtitled "A new approach to drama training", it is based on the author's experiences in John Littlewood's Royal Court and in his work at the University drama department, and in "new approach" holds down the use of games to overcome physical and psychological tension and to develop awareness, sympathy and trust.

Some of the games are distinctly liberating, like *Rocke* and *Shake*; "Very soon, everyone has touched everyone else, everywhere." However Mr Barker includes plenty of games that can be safely used with most student and youth groups, and many that can be easily adapted for use at a variety of levels in secondary schools. His book will be of particular help to those working in the transitional area between "drama" and "theatre art", and to those who want to pursue a creative approach to stagecraft that is not in direct contrast to drama work done in the first years of the secondary school appearances which suggest that it is only for interaction, touch therapy, let's face it, it is a sane and useful guide which appreciates that it is more important to build relationships than just to break inhibitions.

The latest Macmillan Casebook, edited by R. P. Draper, is devoted to *Flora*. *Morner* and *The Mill on the Floss* are extracts from George Eliot's novels, and from contemporary novels, as well as twentieth century criticism. D. J. Lawrence, Proust, Virginia Woolf, Barbara Hardy and Laurence Sterne are among those quoted. £5.95 and £2.50.

The gradual acceptance and growth of recognition of Yeats' stature, and the differing opinions of his change to a style later, more



Quentin Blake's talent for whimsical humour is just right for the whimsical hero of Ted Allan's story, which was a "humming" and dancing a jia. Willie has a series of adventures involving the two families between whose houses he has original and funny story. Jonathan Cape £1.95.

Terrible beauty

Hermann Peschmann

W. B. Yeats: The Critical Heritage. Edited by A. Norman Jeffares. Routledge and Kegan Paul £8.25. 7100 8480 3.

Professor Jeffares's splendid selection of 115 passages of criticism, with dozens more commented on in his scholarly, unifying introduction, explores all aspects of Yeats's work from *The Wanderings of Odysseus* (1889) to his death 50 years later, the *Essays*, *Stories*, *Plays*, *Autobiographies*, *A Vision*, but above all the *Poems*. Regrettably though, there are no reviews, or extracts from subsequent studies, of the posthumous *Last Poems* and *Two Plays* (1939)—an important segment of Yeats's poetic output.

The gradual acceptance and growth of recognition of Yeats' stature, and the differing opinions of his change to a style later, more

realistic, increasingly ornate, ornament, from *The Green Room* (1910) onwards, making reading, pointing to the changes that have taken place in the period in criticism as though as late as 1968. He is still emphasizing the importance of the early verse itself.

Most of the criticism is accessible enjoyed Pound on his abilities, the TLS review of *Tower and Place* in the modern era. "No place in the modern era for Yeats", the *Leavis* and *Wilson* extracts, Clench *A Vision*, and Sir Desmond's Sunday Times obituary.

At £8.25 though, the library off-printing from editorial scripts is less than attractive more careful proof-reading have helped.

Pre-recording session

OBIN MACONIE on a kit on recording techniques

Arday Sound Studio Workshop. Arday House, 10a, Poland Street, London W1V 3DE. £30 including postage.

A number of enterprising young recording companies have sprung up in the past two or three years to realize in school and youth the field is large and relatively untapped, and has considerable potential.

The recent Gulbenkian report on training of young musicians shows how much the expansion of effective capitalization of our musical talent is going to depend on improved communications. The situation can be changed by involving existing communications, the profession, and by educating musicians in their use. It is particular virtue of the D'Arday Sound Studio Workshop scheme that it recognizes the importance of the education component. They have devised and produced a teaching kit comprising six cassette recordings and eight booklets.

The fundamentals of acoustics and recording techniques, for both amateur and professional, for both the object was to prepare people wanted to make a demonstration of the experience of working in a professional studio. The kit is a professional studio. The kit is a professional studio. The kit is a professional studio.

These services are offered free to cardholders. In the case of institutional purchasers, where one kit may serve a few hundred potential actors, announcers and musicians over a period of years, these additional services will be subject to availability, but the Workshop will always be prepared to offer help and advice.

Given the right conditions, this venture may prove to be the start of a new professionalism of approach, in Britain and abroad, of a musical talent resource, by Britain's youth which has lacked until now the expertise and established lines of communication to promote itself effectively.

Computers and nuclear physics

Two new series of tape-slide programmes on digital computing and nuclear physics are now available from The Slide Centre. The 17 new programmes were originally produced for an in-service training course at Harwell Atomic Energy Research Establishment and are considered suitable for students studying at A or degree level.

The series on Digital Computer Fundamentals is in five parts and that on Nuclear Physics in 12. Each set consists of 36 double frame slides or a single frame filmstrip, cassette tape and revision notes.

They cost £9.50 for the single frame filmstrip version, and £12.00 for the double frame slide set, postage and VAT extra. Full details are available from the Slide Centre, 143 Chatham Road, London SW11 6SR.

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SPECIAL OFFER: If you attach this advertisement to your booking we will allow a 10% discount. Offer closes 31.3.78. GATEWAY FILM HIRE LIBRARY, Beaconsfield Road, London NW10 2LE. Tel. 01 451 1127. A Member of the BFL BRISTOL Group of Companies.

The TES goes to work

THE TES NOW PROVIDES ON ITS "SCHOOL TO WORK" PAGE EACH WEEK, SPECIALIST NEWS COVERAGE OF THE DEVELOPING - AND CONTROVERSIAL - RELATIONSHIP BETWEEN EDUCATION AND INDUSTRY AND THE TRANSITION FROM SCHOOL TO WORK.

Industry and education need to know about each other. They also need to keep tabs on the rapidly growing activities of the agencies and organizations, public and voluntary, that deal with young people.

The "School to Work" page supplements the attention being paid throughout the paper to the needs and interest of industrial trainers, careers specialists, youth workers, and all those concerned with equipping the young for a full adult role.

The Times Educational Supplement's coverage of education has always been broad, and it has regarded industrial training and youth affairs as part of its field. In the past two years the growing national and professional concern has been reflected in the increased space and prominence given throughout the paper to these matters. The most important developments and initiatives by central government and others, such as the new national programme for school leavers, are often disclosed or foreshadowed in the TES before you can learn about them from any other source.

TES-The weekly for news about education at all levels—including vocational training.

From newsagents on Fridays price 18p.

THE TIMES Educational Supplement

Classified Advertisements

Index to Appointments Vacant, Wanted and other classifications

Appointments vacant

Nursery Education	35
Headships	35
Other Appointments	35
Primary Education	
Headships	35
Deputy Headships Senior	36
Masters/Mistresses	36
Remedial Posts	37
Art and Design	37
Classics	37
Commercial Subjects	37
Domestic Subjects	37
Economics	37
English	37
Geography	37
History	37
Humanities	37
Mathematics	37
Modern Languages	37
Music	37
Pastoral	37
Physical Education	37
Religious Education	37
Rural Studies	37
Science	37
Social Studies	37
Speech and Drama	37
Technical Studies	37
Other than by Subjects	37
Secondary Education	
Headships	39
Deputy Headships Senior	39
Masters/Mistresses	39

Deputy Headships Senior	39
Masters/Mistresses	39
Remedial Posts	39
Art and Design	39
Classics	39
Commercial Subjects	39
Domestic Subjects	39
Economics	39
English	39
Geography	39
History	39
Humanities	39
Mathematics	39
Modern Languages	39
Music	39
Pastoral	39
Physical Education	39
Religious Education	39
Rural Studies	39
Science	39
Social Studies	39
Speech and Drama	39
Technical Studies	39
Other than by Subjects	39
Secondary Education	
Headships	39
Deputy Headships Senior	39
Masters/Mistresses	39

Heads of Department	65
Scale 1 Posts	65
Special Education	65
Headships	65
Deputy Headships Senior	65
Masters/Mistresses	65
Scale 2 Posts	65
Scale 1 Posts	65
Independent Schools	66
Headships	66
Classics	67
Art and Design	67
Classics	67
Commercial Subjects	67
Domestic Subjects	67
Economics	67
English	67
Geography	67
History	67
Mathematics	67
Modern Languages	67
Music	67
Pastoral	67
Physical Education	67
Religious Education	67
Science	67
Technical Studies	67
Other than by Subjects	67
Preparatory Schools	67
Headships	67

Deputy Headships Senior	70
Masters/Mistresses	70
Art and Design	70
Classics	70
Geography	70
Mathematics	70
Modern Languages	70
Physical Education	70
Science	70
Other than by Subjects	70
Colleges of Further Education	71
Directors and Principals	71
Heads of Department	71
Other Appointments	71
Colleges and Departments of Art	74
Polytechnics	74
Universities	74
Fellowships	74
Studentships and Research Awards	75
Colleges of Higher Education	75
Directors and Principals	75
Other Appointments	75

Colleges of Education	75
Teachers' Centres	75
Adult Education	75
Community Homes and Associated Institutions	75
Youth and Community Service	75
Overseas Appointments	76
Administration	80
Local Education Authority	82
General	82
Child Care	82
Educational Psychologists	82
Examiners	82
Ancillary Services	82
Miscellaneous	83
Outdoor Education	84
English as a Foreign Language	84

Appointments wanted

Appointments wanted	84
Other classifications	
Educational Courses	84
Awards and Scholarships	84
Personal Announcements	85
Exhibitions	85
Entertainments	85
For Sale and Wanted and Postal Shopping	85
Holidays and Accommodation	85
Home Exchange Holidays	85
Partnerships	85
Properties for Sale and Wanted	85

Nursery Education

Headships

LINCOLNSHIRE
HORNCASTLE NURSERY SCHOOL
(Roll 124)
Applications are invited from suitably qualified and experienced teachers for the post of HEAD-TEACHER for the Nursery School, Group 1, roll 60, for September, 1978.
Application forms and further details are available from the Director of Education, Lincolnshire County Council, 100, Lincoln Road, Lincoln, L1 1JL. Closing date February 24, 1978.

Other Appointments

BARKING
(London Borough of)
LINDSAY INFANTS' SCHOOL
(Roll 124)
Required for April 1978.
Applicants should be suitably qualified and experienced teachers and be responsible for the coordination of the school's work.
Salary £10,000 per annum plus pension.
Application forms available from the Director of Education, Barking, LONDON E12 6JL. Closing date February 24, 1978.

COVENTRY (City of)
HILLBURN MURRAY CENTRE
Qualifying experienced TEACHER, man or woman, required for 1978. The centre opened in 1971 to serve the needs of children aged eight to five years, from a disadvantaged urban area. The centre opens from 9 a.m. to 5 p.m., for 20 weeks of the year, and all staff are expected to work during the school holidays. The post is a full-time position. Applicants must have a sound knowledge of early childhood development and the ability to work with children in an open plan, multi-disciplinary team situation and contribute to community work. Full details are available to suitably qualified applicants. Application forms and further details are available from the Director of Education, Coventry City Council, 100, Broad Street, Coventry, CV1 1JL. Closing date February 24, 1978.

Primary Education

Headships

AVON COUNTY
ST. STEPHEN'S C.E. V.A. J. & M. AND 1. SCHOOL
Landdown, Bath BA1 6JZ
Applications are invited for the HEADSHIP of this school, which is a voluntary aided school, for September 1978. Candidates should be suitably qualified and experienced teachers with a strong commitment to the school's ethos and the community of the parish church.
S.A.S. for further details and application form returnable by 10th February, 1978, from the Director of Education, Avon County Council, 100, Broad Street, Bristol, BS1 1JL.

BARNSEY
Required for September 1978.
1. BARNSEY ROAD INFANT SCHOOL, Barnsey, Group 4.
2. BARNSEY INFANT SCHOOL, Barnsey, Group 4.
3. BARNSEY INFANT SCHOOL, Barnsey, Group 4.
4. BARNSEY INFANT SCHOOL, Barnsey, Group 4.
5. BARNSEY INFANT SCHOOL, Barnsey, Group 4.
6. BARNSEY INFANT SCHOOL, Barnsey, Group 4.
7. BARNSEY INFANT SCHOOL, Barnsey, Group 4.
8. BARNSEY INFANT SCHOOL, Barnsey, Group 4.
9. BARNSEY INFANT SCHOOL, Barnsey, Group 4.
10. BARNSEY INFANT SCHOOL, Barnsey, Group 4.
Application forms and further details are available from the Director of Education, Barnsey, 100, Broad Street, Barnsey, BS1 1JL. Closing date February 24, 1978.

BEDFORDSHIRE
EDUCATION SERVICE
NORTHAMPTON AREA
Church Lane, Bedford, Bedfordshire.
Group 4. Appointment of HEAD-TEACHER for September 1978. The school is a voluntary aided school, for September 1978. Candidates should be suitably qualified and experienced teachers with a strong commitment to the school's ethos and the community of the parish church. S.A.S. for further details and application form returnable by 10th February, 1978, from the Director of Education, Bedfordshire County Council, 100, Bedford Road, Bedford, MK43 0JL.

BERKSHIRE
HEAD-TEACHING posts for September 1978. Closing date 1 February 1978.
Forms and further details from the Director of Education, Berkshire County Council, 100, Reading Road, Reading, RG1 1JL.
1. HEAD-TEACHING post for September 1978. The school is a voluntary aided school, for September 1978. Candidates should be suitably qualified and experienced teachers with a strong commitment to the school's ethos and the community of the parish church. S.A.S. for further details and application form returnable by 10th February, 1978, from the Director of Education, Berkshire County Council, 100, Reading Road, Reading, RG1 1JL.

BUCKINGHAMSHIRE
HEAD-TEACHING posts for September 1978. Closing date 1 February 1978.
Forms and further details from the Director of Education, Buckinghamshire County Council, 100, High Wycombe Road, High Wycombe, HP12 1JL.
1. HEAD-TEACHING post for September 1978. The school is a voluntary aided school, for September 1978. Candidates should be suitably qualified and experienced teachers with a strong commitment to the school's ethos and the community of the parish church. S.A.S. for further details and application form returnable by 10th February, 1978, from the Director of Education, Buckinghamshire County Council, 100, High Wycombe Road, High Wycombe, HP12 1JL.

CAMBRIDGESHIRE
HUNTINGDON AREA
HUNTINGDON JUNIOR SCHOOL
Huntingdon, Cambridgeshire.
Group 4. Appointment of HEAD-TEACHER for September 1978. The school is a voluntary aided school, for September 1978. Candidates should be suitably qualified and experienced teachers with a strong commitment to the school's ethos and the community of the parish church. S.A.S. for further details and application form returnable by 10th February, 1978, from the Director of Education, Cambridgeshire County Council, 100, Huntingdon Road, Huntingdon, PE18 6JL.

DEVON
DEPTFORD ALPHINGTON COMBINED SCHOOL
(Roll 124)
Applications are invited from suitably qualified and experienced teachers for the post of HEAD-TEACHER for the combined school, for September 1978. Candidates should be suitably qualified and experienced teachers with a strong commitment to the school's ethos and the community of the parish church. S.A.S. for further details and application form returnable by 10th February, 1978, from the Director of Education, Devon County Council, 100, Exeter Road, Exeter, EX1 1JL.

DEVON
DEPTFORD ALPHINGTON COMBINED SCHOOL
(Roll 124)
Applications are invited from suitably qualified and experienced teachers for the post of HEAD-TEACHER for the combined school, for September 1978. Candidates should be suitably qualified and experienced teachers with a strong commitment to the school's ethos and the community of the parish church. S.A.S. for further details and application form returnable by 10th February, 1978, from the Director of Education, Devon County Council, 100, Exeter Road, Exeter, EX1 1JL.

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HUNTINGDON JUNIOR SCHOOL
Huntingdon, Cambridgeshire.
Group 4. Appointment of HEAD-TEACHER for September 1978. The school is a voluntary aided school, for September 1978. Candidates should be suitably qualified and experienced teachers with a strong commitment to the school's ethos and the community of the parish church. S.A.S. for further details and application form returnable by 10th February, 1978, from the Director of Education, Cambridgeshire County Council, 100, Huntingdon Road, Huntingdon, PE18 6JL.

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HAMPSHIRE
FOUR MARKS C.E. PRIMARY SCHOOL
(Roll 124)
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LINCOLNSHIRE
Applications are invited from suitably qualified and experienced teachers for the post of HEAD-TEACHER for the primary school, for September 1978. Candidates should be suitably qualified and experienced teachers with a strong commitment to the school's ethos and the community of the parish church. S.A.S. for further details and application form returnable by 10th February, 1978, from the Director of Education, Lincolnshire County Council, 100, Lincoln Road, Lincoln, L1 1JL.

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For teaching
posts in
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continued from page 37

bed and breakfast or half board. The half-board arrangements have particular appeal. Except for the top grade hotels, which have their own dining rooms, the deal includes vouchers for main meals (one a day) which can be exchanged at specified restaurants. These are likely to be in different parts of the city, so it is an excellent way of planning a day round which restaurant you want to end up in. Moreover, the standard is high. The first restaurant on my list was, admittedly, a disaster—unfriendly reception, passable meal, indifferent treatment, a staggering supplementary bill of 33 francs for two extra coffees and two brandies and a hand-waving row with the owner.

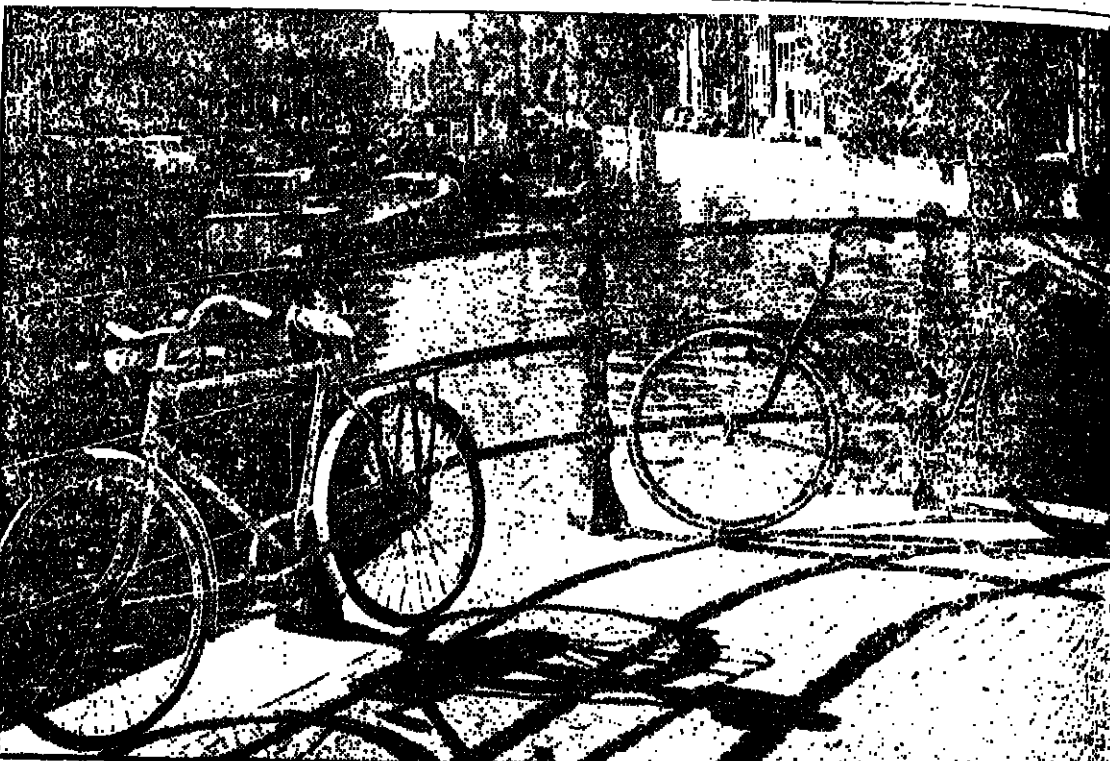
The other restaurants more than made up for this disappointment—

well chosen, good quality places with excellent medium-range menus, and none of that nasty snobbery that can go with vouchers and the hint of package deals. A good way of dining out in Paris, this, it like most people, you want to be sure of eating well and still keep within a reasonable budget.

Prices? Because of their wide range of travel arrangements, hotels and so on, Time Off have a finely graded price list. For two nights in Paris, the cheapest (11e, one star hotel, bed and breakfast, train and hovercraft) is £34.50, the most expensive (three star hotel, half board, scheduled flight) £84.50, with 24 different prices in between. For seven nights, the equivalent figures are £64.80 and £185.

These are winter prices, valid until March 31, though Time Off say if you're quick and make a

booking for the summer before the cheaper rates will apply. Time Off also offer their package deals from the Midlands (fly from Luton and then to Paris by train, hovercraft or boat) and from London and the North (fly from Luton, hovercraft or boat to Manchester, train to London to pick up your services from there). They have a number of other destinations, too—Brussels,werp and Bruges, in Belgium; Amsterdam and The Hague in Holland; and, as well as Paris, Boulogne, Calais, Cherbourg, and Dunkirk in France. There are also round trips taking in two or more of these cities. Time Off Ltd, 2a Chester Ct, Chester Street, London SW4X 7W (telephone 01-235 8070).



In Amsterdam where everyone rides bicycles, they have become, with the canals, symbols of the city.

Dan Finlay suggests that a tour of the Netherlands by bicycle is one of the best ways of capturing that

SPECIAL DUTCH FLAVOUR

Some countries attract with spectacular charms of sun and sea, or the aura of ancient civilisation. Others draw by their flavour. Awkward to define but easy to experience, few places have more than the Netherlands.

It is something to do with a view of sunlit meadows, plethora of "Heineken" beer, glimpses of masters filling some little harbour in Zeeland, greenery smothering front-room windows, the smell of "Shag" tobacco, dignified seventeenth century architecture, finely proportioned paving stones, and crowded village squares. Long in the vanguard of civilized living, it also offers an all-pervading sense of security.

One of the most intimate ways to enjoy that special Dutch flavour is cycling through the country. Especially for the under-26, who can buy a Transalpine ticket valid to any station in Holland for £23.40 return. No matter where you are in the gently undulating countryside you are never far from some lively city where there is much of interest, either historically or for entertainment. You can easily enjoy the best of both worlds.

Bicycles can be hired at any of 70 major railway stations. If you don't want to bring your own, and then the extensive system of cycle tracks, unrivalled in the world, makes the flat Netherlands yours.

The Dutch themselves, from ailing, modern juffrouwe, to grandmothers sitting perfectly composed on rear-carriers, through the summer woods. One psychological researcher asserts that cycling is the reason for the sunny temperament found frequently here, in contrast to neighbours: that its regular motions promote harmony of mind.

Because many "campings" are attractively situated I like to bring an ultra-lightweight tent and command canvas is cheap, and enhances a pleasant sense of independence.

"Campings", like other accommodation, are plentiful. Brabant alone has 200. Usually they're holiday centres, for a like "de berg" or "bosveld" (wooden) with a 12 acre swimming pool, sandy beaches, heated pool, tennis, restaurants, hotlines, flower gardens, and whatever else ingenuity can devise: good places to make friends.

My last trip began from Germany and followed the gentle slopes of the "Dutch Alps" northwards, past backwaters, streams, woods and castles with a lived-in look.

Numerous multi-coloured pavement cafés give Valkenburg, in the Valley of the Geul, a Parisian air. But the scent of wildflowers and birch woods in its walks restores the nervous energy the jangling of the technological society eroded.

Another attraction of this sophisticated little place is the canals. The hundreds of miles of tunnels have probably the most prestigious graffiti in the world: "Napoleon", "Alva" and the "Emperor Hadrian" among others. Getting lost would be easy. The Germans certainly were not keen to hunt the resistance men who operated there during the war.

Later, threading into Brabant, the familiar Netherlands of flat fields and broad skyscrapers materialized. Brabant has life-loving people and natural attractions. The fens, lakes and woods of Oostervijk, the Kamplense Hede nature reserve, forests like Chaam and Uilenhout.

Some turns of the pedal away, ultra-modern Eindhoven has its Bosch exhibition, Den Bosch the elegant houses from the golden age, and Bergen op Zoom the survivor of 14 sieges, its old squares, faded commercial glory, thirteenth century Lievevrouwpoort and overwhining quayside vistas of Oosterschelde and sea.

In noble Brabant, everywhere, 12,000 acres of woodland, the atmosphere of the market square is Burgundian, or exuberantly medie-

val, especially when the 45 bells of the Grontokerk—the most beautiful in the Netherlands—ring out over the crowded stalls. Once the market is over, the quiet villages, the city's vibrant nightlife, the square's more than 50 bars, clubs, pubs, and clubs of every description, revellers have a friendly interest in English-speaking visitors.

The islands of Zeeland, the stronghold of the Sea Beggars, where the Dutch rebellion against the Habsburgs began, are now joined to Brabant by bridges. Once the Spaniards marched across to their necks. Ultra-modern land slips behind in the quiet fishing villages, but the beaches of Vlissingen are magnet for Europe's sea-sturved.

Cycling northwards, Rotterdam is futuristic but somehow lacks a living heart, and Amsterdam, attractively bohemian, but commercialized than formerly. Mid-Atlantic English is the language of Europe's youth capital, and natives can be sparse.

The Randstad is urban cycling but missing Holland's spiritual heart would be a mistake. Here's the art and achievement of a great and humane civilization.

Wheeling south, Arnhem, among massed woodland and the Meuse Valley, seems on fire in autumn. This pleasant city on the gently wandering Rijn with "bar-dencings" like "de polder" and "de paddock" shows the sign of 1944. But in leafy suburban Oosterbeek, where some of the fiercest fighting occurred, the memory hangs on the air.

In a clearing, is a house of the British-based Mill Hill Missionaries. Years ago, a bearded Brother Philip told me: "We were sickened spectators, but—though shut and shell—poured ourselves untouched."

Today, the still in much of the Netherlands, birdsong reigns.

Impressions of Japan, by Leslie Gardiner

TREE TRAINING AND HAIKU



Kamitarimon Gate, Sensoji Temple, Asakusa.

On certain days, even in winter, a festive mania grips the population of Japan. The Mitsubishi building is plastered with 20,000 chrysanthemums. The Sony skyscraper is hung with a yellow curtain made of 8,800 peeled persimmons.

In the Asakusa district of Tokyo the red and white paper lanterns flutter, the path to the shrine is bright with the noise and glitter of an Oriental bazaar and a young man in a sinister black outfit, heav-

ily made up with rice powder and mustachios, oblivious to everything but the wailing music of his transistor radio, is practising samurai dances and sword-passes. At the Heian shrine of Kyoto the mechanical doves swoop and tinkle overhead.

It is the feast of Shichi-Co-San, the "7-5-3", when boys aged five and girls aged seven and three are doled up in kimono and wooden clogs, the boys with heads shaven, the girls with their shiny black hair piled up and stuck with bun-

tan combs, and latter importantly along to the shrine to give thanks for health and strength.

You see them in the vestibule, where the shadows vibrate to the somnre notes of a gong—sitting quietly with their parents, waiting to go in and have a word with the priest. It reminds one of a little of the annual visit to the dentist.

Beyond the smokestack of the incense-burners, beyond the bamboo fence where traffic noises fade, lies the water garden, a retreat in which one feels instantly at home. The arrangement of a Japanese water garden is always a permutation of the same features: pools, pebbled streams, a plum grove, a curved bridge flanking a rocky islet in the mainland, a stone pagoda, a stone lantern, all set among clumps of fluffy umbrellapines and delicate, diminutive maple trees. All is in quiet harmony with nature.

It is holiday-time, but a tree-trainer is at work. It is his job to preserve—among other things—the idea of a complete landscape in this small space, to incorporate distant mountains and city skylines in the perspective; as other specialists do, on a smaller scale, with bonsai trees. I stop to watch this man, hoping to pick up a few pruning tips.

His tools are a pair of nail scissors. He surveys the tree from various angles, close up and far away. Finally he steps forward and snips off one leaf . . . and moves on to the next tree.

We join a few people who sit meditating under an orange-coloured mud wall. I take most of them for tramps—the kind you sometimes see hanging about the reading-rooms of public libraries, killing time. These tramps, however, are studying the layout of the Zen garden, or making sketches of it, or deriving some philosophical satisfaction from it.

It is nothing more than a field of raked gravel, with a large rock and some smaller rocks scattered about, boulders in moss. My guide

K, who has travelled some distance down the Zen-Buddhist path, asks: "What does this rock garden suggest to you?"

"I found, in a calm sea? Mountain tops piercing layers of cloud?" "I'm myself," says K, "I think of a tigress and her cubs, swimming across a broad river."

Many classic water gardens have realisations attached; but they are not the stark bars you might take them for, and without someone to guide you it is not all that easy to find them. The whole idea of a Japanese tea-house is to provide a sense of detachment from the world; consequently the approaches are labyrinthine, or obstructed with shrubbery.

Properly executed, the tea ceremony is a lesson in the art of life, and it takes at least three hours to perform. For us benighted foreigners it is compressed into an hour or so. First impressions are disappointing: a simple antechamber only 10ft square and the tearoom itself, not much bigger, into which you crawl when you are summoned through a hole in the wall. It is done for a purpose, difficulty of access promotes the *seppuku dal mondo* state of mind.

Two Californian tourists have joined us. The four of us, kneeling to face our host, who has his little stove and tea-things laid out beside him, make the apartment rather uncomfortably congested.

"Don't forget," K has warned me, "to register appreciation of every object in the room. Tidiness is a deadly sin. We turn, kneeling, to admire the silk screen and the poem brushed on a scroll, hanging in the alcove.

"What does it say?"

"It's haiku, hard to translate." (The 17-syllable poem of antique construction and syntax, now back in fashion, must conform to certain stylistic rules. It must also refer to a season of the year.) "Remembering evenings in spring . . . useless to repine . . . happy with my wife . . ."

K can give us the gist of it. Incense, incense-holder, silk mat for incense-holder—all items are respectfully admired and commented on. Our host comes and goes with rice cakes and chocolate, each of his gestures sweet as the leaves of his kimono about, boulders in moss. My guide

probably unattainable for Western students; but he speaks no word and does not eat with us. "Then we crawl through the hole again and kneel in the antechamber, awaiting another summons. We have reached the point called the 'intermediate retirement'. A little conversation is permitted. I ask K: if it is true that one can get a degree in tea-ceremony, as in *ike-bana*, and he says it is.

Gentle strokes on a gong recall us to the tearoom. The poem has been changed for a new poem. The screen has been replaced by an arrangement of flowers, chrysanthemums and berries.

Our host, kneeling, puts powdered green tea in a wooden bowl, adds hot water, which is placed in front of an American woman. She raises it promptly to her lips and takes a good swig. Her genteelly crooked little finger acknowledges the formality of the occasion, but she should of course have rested the bowl on her palm, turned it three times, bowed to her fellow-guests, complimented the host on its fragrance, applied the square of white paper to the rim and so forth . . . no matter, we are the barbarians and much is forgiven us.

At the end of the ceremony I remember to ask our host if I may inspect bowls, caddy, teaspoon, whisk and other items. The day closes on another glimpse of everyday life in the manner of Old Japan.

In the half light, K and I sit on a stone which was placed in that garden for sitting on some centuries ago. The tranquillity brings a lump to one's throat.

But what must naive think of the extraordinary liberties man has taken, stunting and tormenting the trees, rearranging streams and rocks? You suspect that nature approves, and even cooperates.

An egret floats down and takes up its station on the pointed rock in the pool. A light wintry shower deposits snowflakes on the maple leaves, turning them into cherry blossoms. When the cloud which brought the shower has passed, we see on bright star fixed above the top of the tallest tree.

"Well," says a Californian voice along the path, "are you fighting fit and ready to go?"

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The Central Bureau is able to offer a small number of post-to-post exchange appointments in Denmark in 1978/79 for secondary school teachers currently serving in this country. Whilst an exchange participant would continue to be employed and paid by their own authority with all pension and social security rights safeguarded, applications must have the support of the British headteacher and LEA (where applicable). No cost of living grants are payable to offset the cost of living in Denmark; therefore candidates should consider the financial position before applying. A knowledge of Danish would not be necessary for British teachers. The Danish teachers have a good knowledge of English and are teaching in state schools for children aged 7-17. The following appointments are available:

1. One-year appointment in Aarhus teaching EFL and creative/practical subjects. The Danish teacher could offer Geography and Biology, and will be prepared to help with history and Creative Art also if required. He hopes to be appointed in a large town in south or south west England and exchange houses. His family would accompany him.
2. One-year post in Hillerød. The British teacher should offer EFL, teaching in two schools, also Creative Art and P.E. The Dane could offer Geography and some Mathematics. He would exchange accommodation (two-roomed flat) or share in finding alternative accommodation.
3. One-year post in Helsingør teaching English and girls P.E. The Danish teacher would teach P.E. Private town in south England. Could exchange furnished flat 3 km from school.

Teachers interested in these appointments should contact the: Teacher and School Exchange Department (EWS/ED).

THE CENTRAL BUREAU FOR EDUCATIONAL VISITS AND EXCHANGES

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TRAILBLAZERS

QUEEN VICTORIA SLEPT HERE

Lynne Gladstone-Millar on the Victorian Scotland project

When Queen Victoria fell in love with Balmoral Castle in 1848, I don't suppose she ever envisaged her name would be used in an all-out twentieth-century-style promotion for travel in Scotland. Yet, this is what the Scottish Tourist Board have planned for this year.

A lavish manual written in flowery Victorian prose and three seminars in Glasgow, Strathpeffer and Aberdeen have already launched "Victorian Scotland" as this imaginative project is called, and quite clearly by the end of the season tourists who join in will have had a good taste of Scottish Victorianism.

The Scottish Tourist Board have obviously had some fun with this promotion, and their press releases read like the scripts of the master of ceremonies at an old-time music hall.

"Presentations are being held to propagate popular participation in Victorian Scotland, this national period project at... And so on. Again, in an invitation, they refer to 'the gentlemen and gentlewomen of the honourable calling of journalism'. It must be a while since the press have seen themselves called that.

But fun apart, what is Victorian Scotland all about? It is primarily a project to entice more people to take their holidays in Scotland, but it is aimed at producing an added dimension for visitors who are interested in the rich legacy of the Victorian age in Scotland. By encouraging people to travel where Victoria did, the holiday traffic will also be spread to parts of Scotland which would benefit from more tourism developments, and by pointing out Victorian architectural features like hotels, theatres, even railway stations and public buildings will be led to places which they otherwise might never visit.

Not surprisingly, a nostalgic look at the railways is taken by the project, and we are reminded that when Victoria made Scotland fashionable, the holidaymakers who followed her went by rail. Despite Beeching, many of these railways still exist, though, it is pointed out, they have considerably greater capacity nowadays. Steam enthusiasts, however, are provided for—details of excursion trains and trains are available from the Scot-

ish Railway Preservation Society, Lochy Private Railway, Strathpeffer Railway. There are also comprehensive transport museums in Edinburgh and Glasgow, and the work-alike of the preservation society at Falkirk are open to visitors at weekends.

The Victorians, intrepid travellers as they were, were also fond of trips by steamer and 1978 tourists are reminded that it is still possible to follow by rail and steamer the exact routes so popular in the last century. One such trip is by rail from Glasgow to Inverness, and Inverness in Kylo of Loch Ness, then by steamer to Malaga and back to Glasgow by train. Again, one can go from Glasgow to Oban by rail, and from Oban to Mull, and back to Glasgow again on the train from Oban.

Day trips on the steamers from Glasgow were also beloved of the Victorians, and are still so today. There are sailings on the Firth of Clyde to Dunoon, Kyles of Bute, Tighnabruach, Loch Fyne and Invermoriston, and on Loch Lomond and Loch Katrine the pleasure steamers ply up and down. Victoria, apparently, enjoyed a trip on the Clyde in 1847.

Buildings, too, play an important part in a look at Victorian Scotland, and all over they can be seen, solid and ornate, prosperous and permanent. Even the shops were grand edifices of success. Look at Jenners, of Edinburgh, for instance, which compares magnificently with the twentieth-century efforts beside it in Princes Street. In Glasgow there are other examples, like the Argyle Arcade, another excellent piece of Victorian building.

Then there are churches and schools, like William Burn's John Watson's School in Edinburgh; innumerable monuments; and castles and hunting lodges in the Highlands which are "beyond baroque" but which have an appeal of their own. In addition, one can just squeeze into the end of the Victorian reign the marvellous flowering of Charles Rennie Mackintosh, and there are many examples of his work and Art Nouveau in Glasgow and elsewhere.

Another aspect of Victorian enthusiasm was their gardens, both civic and private. The landowners tried to out-do each other with the splendour of their parks and gardens, and the cities created parks which have been a boon to their citizens ever since. At this time we created Glasgow's Kibble Palace and the winter gardens, Rouken Glen and Linn Park, and in Edinburgh the Royal Botanic Garden Palm House.

Throughout Scotland the large private estates like Carradale House, Castle Kennedy, Drummond Castle, and, of course, Balmoral, and the gardens, the most beautiful and planned of which can be visited today either under the wings of the National Trust for Scotland or through the Scottish Gardens Scheme. Trees and rhododendrons were particularly beloved



Balmoral Castle, the starting point of Queen Victoria's love affair with the Highlands.

of the Victorians, and for this can be grateful. No Victorian pilgrimage would be complete, however, without following the route of one of Victoria's "Great Expeditions" as called this, then by steamer to Malaga and back to Glasgow by train. Again, one can go from Glasgow to Oban by rail, and from Oban to Mull, and back to Glasgow again on the train from Oban.

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UNDER CANVAS

Diane Spencer on the summer camps organized by the British Diabetic Association

Last summer more than 400 diabetic children enjoyed a holiday at summer camps organized by the British Diabetic Association.

The association has been running holidays almost since it started in 1934 with the aim of giving children an excellent time while helping them to learn more about diabetes and so become confident and self-reliant.

Most of the six camps held last year were housed in schools or hostels and took children aged between eight and 11; but Springhill, overlooking Plymouth More, in Suffolk, is a proper camp site, with tents, let on a long lease to the association. Here two fortnightly holidays were organized in July and August for nearly 100 11 to 15 year olds—not more than 50 at a time. Usually eight or nine of them have been before which, according to Roger Thurlow, the warden, helps everyone to settle down.

Springhill is set on a sloping clearing in a beautiful wooded country and it even has its own swimming pool. Apart from a few caravans for the doctor, nurses and the warden's office, everyone sleeps under canvas. It could be mistaken for a scout or guide camp on a dry morning with each tent surrounded by neatly laid out bedding and kit.

But the staff ratio is much higher than at an ordinary camp. A doctor or a nurse must be on call all day and night, and there are at least nine leaders to 40 children as well as cooks and a dietitian.

Judging by the numbers who want to go back the next year, the campers enjoy their life in the open. Their days are packed with swimming, boating, archery, brass rubbing, orienteering and trips to the seaside.

The only thing some of them missed was the television. (One group of girls tried to put this right one night by singing the signature tunes of their favourite programmes before bedtime.) The more fastidious looked forward to their first bath for two weeks when they got home.

Amid all this activity, the staff must make sure that everyone follows a careful routine. Meats and snacks appear at regular intervals, record cards of diet, insulin intake and results of urine tests are kept by the doctor, and the leaders keep an eye on their charges at the dining table to make sure they stick to their carbohydrate allowance.

The doctor sees every child before each injection which some have once, others twice a day. Some children arrive at the camp never having injected themselves; others are loathe to try out new places to insert the needle. By the end of the holidays they gain confidence in doing this by seeing other, perhaps



Preparing for morning kit inspection at Springhill.

younger, children injecting themselves.

Every diabetic must learn how to balance his insulin intake with diet and exercise if he is to live a normal life.

Two problems can arise. If he has relatively too little insulin or eats too much or exercises too little, all of which add up to the same thing, hyperglycaemia, an excessively high level of sugar in the blood, he will experience much less efficiently and gradually slide into a diabetic coma unless something is done.

If he has relatively too much insulin (eats too little, exercises too much), he will experience hypoglycaemia, an abnormally low blood sugar level. This also leads to unconsciousness although "hypos", as they are known, can quickly be rectified by eating sugar or any other carbohydrate. One symptom is an easily recognizable trepidation, an unwillingness to accept the help and sugar lumps offered by others.

All the staff at the camp are trained to recognize and deal with both conditions. Having a "hypo" presents some children with their biggest worry, and it is a condition frequently misunderstood by the general public including teachers.

One girl said when she got one in class her teacher thought she was just not paying attention. A boy wondered what would happen if he passed out in the street—would passers-by loosen his collar and then watch him die? "Every-one knows about spasms and epilepsies, but not about us."

The campers said they learnt a lot from their holiday: "You see someone injecting in a new place

TOUR ESSAY

For the fifth successive year, Barclays Bank is sponsoring its European Tour essay competition for sixth-form students taking a level or equivalent exams. Fifty tour winners will be chosen from the writers of the best 100 essays.

A two-week sight-seeing tour of Europe, visiting six countries, will be organized by the bank for these top 50 candidates, who will leave London for Brussels on July 27.

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Mr Peter Richardson, an assistant general manager of Barclays, said: "In view of the continuing popularity of the competition, we are pleased to be organizing it again this year. Considerable interest in banking is always generated and, after the judging, 350 young people will have won prizes. Their schools will benefit too. We shall give a £10 book award to schools for each and every one of whose students wins a prize."

Competitors will be asked to write an essay of between 1,500 and 2,000 words on one of a choice of three subjects. Details from any Barclays branch, or on request to Barclays Bank, Room 325, 54 Lombard Street, London, EC3N 3AL.

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For further information regarding facilities and restaurants on Cairngorm write to R. M. Clyde, M.B.E., General Manager, Cairngorm Sports Development Ltd., Aviemore. Tel. Cairngorm 281.

For information regarding accommodation write to The Tourist Office, Strathpey, Aviemore.

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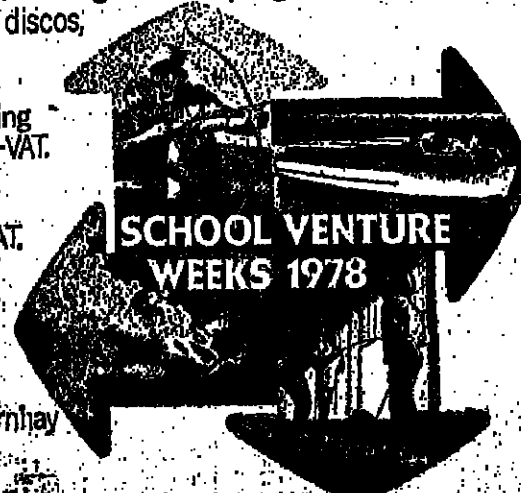
The Special Studies Centre at Duporth, set in a richly wooded estate overlooking St Austell Bay, is close to many places of interest: Bodmin Moor, the Plymouth dockyards, Lizard Point, Lands End, china clay mines, Mevagissey with its deep sea fishing. Advice on building your study courses around local facilities is available in advance.

School Venture facilities on the Norfolk Broads offer parties of children the chance to cruise along the fascinating waterways, enjoy the terrific variety of wildlife, stop off for expeditions ashore and visit old villages and historic places of interest. Work sheets are provided.

Accommodation at Duporth is excellent and the cruisers on the Broads are fully equipped. Each evening there is a programme of entertainment with film shows, discos, indoor games etc.

Dates for 1978:
Norfolk Broads Weeks commencing 30 Sept. and 14 Oct. (Tariff £28+VAT. Age 9+ years.)
Duporth Weeks commencing 30 Sept. and 7 Oct. (Tariff £26+VAT. Age 11+ years.)

There are free places for adults supervising parties. For further information and brochure contact: School Venture Weeks, 21 Southernhay West, Exeter EX1 1PR. Tel: Exeter (0392) 59619/31034.



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For further information send for free colour brochure to: Jackie Balfour, The University, 3 St. Mary's Place, St. Andrews, Fife, Scotland, KY16 9UZ. (Telephone St. Andrews 3429.) (STD code 033 481.)

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In addition to the Scottish Holiday Courses, there are numerous one-week courses if you are interested either in an introductory or a more advanced course in your own special interest. Courses include: Scenery and Geology, Plants and the Seashore, Scottish Archaeology, The Art of Photography, Field Archaeology, Twentieth Century Scottish Literature, The Natural History of Eastern Scotland, Landscape of Fife, Musical Victoriana, Gilbert and Sullivan and Offenbach, Geology and, for those thinking of joining the Open University, there is a Preparing for the Open University. The cost of most of the special courses includes the price of field trips and excursions. Come to St. Andrews and have a holiday with a difference in 1978. Bring the family.

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ICE CREAM IN THE SNOW

Dudley Wilson visits Moscow

I've often wondered what took people to sub-zero temperatures, without ski slopes, for "holidays". Is it another manifestation of British eccentricity? Could it be the value-for-money packages now offered? Is it our wide interest in matters Russian, with Tolstoy on television and State of Revolution at the National or our coming of age in that very Russian domain of ballet from Diaghilev to Nureyev?

The Soviet Union will attract 15,000 British visitors this winter on holidays ranging from three, four and seven nights in Moscow and Leningrad to tours into the Baltic States, the Caucasus, along the Trans-Siberian Railway and even across Eastern Siberia to Ulan Bator, capital of Mongolia.

Prices start at £86 for three nights full board in Moscow while a week ending weekend ski costs from £259. Biltons top the league of winter tourists and it must have something to do with prices and that exciting lure of a Russian winter adventure when Moscowites blithely eat ice cream as snow falls around them.

For my Moscow trip I dug out an old Crombie overcoat long intended for the local amateur dramatics. Its Khurshchey style, weight and length proved ideal. I purchased from Dumas ("Off to Moscow, sir—you'll need our mode with our flaps.") my synthetic fur hat for £5.

I advise wearing woollen underwear, or as near wool as you can get these days. I chose a smart boat with commando soles to turn the snow and grip firmly. I preened myself on these preparations as I actually refused the minus 58 degrees Centigrade encountered in Moscow—January temperatures are lower.

Moscow River froze over during my stay and I now realize I saw the last boat pass upstream before the spring thaw. All Russians wear fur hats of necessity, but ladies sport them with elegance and an air of mystery. Ear flaps are worn up, by the way, until by common consent it is chilly enough for them to be lowered. Perhaps some Russian Brian Redhead announced on his breakfast programme a flaps down decree.

Our flight from Luton by Britannia Airways Boeing 737 passed impeccably. It takes over three hours and you lose three hours on time zones. Russian navigators, as required by the Soviet Union, assist with the flight, but all parties seem pleased with such co-operation.

Preliminaries through passport and customs at Moscow Airport, though far from innumerable, set the pace of your Moscow visit: deliberation and loss of winter pauses. This applies to hotel lifts, meal service and shopping. Best then to cultivate patience and persistence for Russia is an ordered country in every way.

The enveloping winter scenes begin on the ride into city centre. We passed a memorial, in the form

of an anti-tank trap, marking the spot where Hitler's armies turned back. This produced in me a shiver of fear—it had been terrifyingly close. We swept past Wolodki's scenes of local parks, silver lit and packed with skating suburbanites. The final run is along Gorky Street to Lutsarski Hotel, which is well placed on Revolution Square.

Rooms, all with bathrooms, are good in the Lutsarski, which is a tower block in rival any at home for lack of character. It boasts bars, where you pay in roubles, and bars, where only foreign currency is accepted. It has acres of dining areas, up, down, down again (a sort of night club) and right at the top, on the twentieth floor, for views and coffee.

The vast Russia, by the river, offers much the same on a grander scale. Creature comforts as warmth, food and drink are well catered for at both. Meals are taken promptly but dishes still arrive tepid at table.

I enjoyed my food (no menus and no choice by the way). As well as steak and chops Russian specialties like borscht, blini, smoked salmon and, naturally, ice cream, came our way. Beers and wines are available in the restaurant at reasonable prices. Bar drinks are more costly but compare with charges in any capital city major hotel.

After dinner it was out into the icy blast to sample the shopping as some stores remain open until 9 pm, changing the guard and the marvels of Moscow's Underground. To reach Red Square we simply plunged into the underpass outside the Lutsarski to emerge a short walk from GUM and the square itself.



St Basil's Cathedral, deliciously frosted with snow.

Lent's tomb was closed for renovation so gone were the queues. Floodlights from atop GUM pick out the tomb and the Kremlin Wall where Lenin's casket lies. The casket is a relic of the past, a stepping stone to the future. The dozens of soldiers with fixed bayonets leave Spassky Tower to relieve the watch exactly on each hour.

Moscow is an amazing, even disquieting, mixture of the fairy tale and the sinister. The Kremlin, with those grim overtones, houses a gingerbread world of cathedrals and palaces. Red Square thunders with tanks, military might and missiles, but now, illuminated like Christmas, it glitters, operatic in scale.

As one end is that mouthwatering confusion, St. Basil's, a bizarre huddle of cones and domes, whirled, twirled and fluted, all now shining and deliciously sugared with snow—marvellous and, of course, an inspiration to all ice cream lovers!

Moscow Underground is all it's cracked up to be. Trains come often and move fast. Stations with lofty halls, marble columns, and frescoes are like museums, mouse-trap through which trains slide incidentally. The Metro is cheap and clean. Kirov was not in evidence. The USSR does not take kindly to pollution from air fit. All-in-all this was quite a first day!

Subsequent days were equally full. I gazed at the Pushkin collection of Western art, spent an hour with the icons downstairs in the Tretyakov where, in another room, a charming small canvas caught my eye of a lady in a red blouse hanging off a ledge in the verandah of some country dacha.

This reminded me of Chekov's setting for *Seagull* and prompted me to take a taxi across, to the Chekov Museum on Sadova Kudryavitskaya Street. For me he is the greatest Russian literary master whether in drama or short story.

Highlight of the day was not to be missed. The Kremlin tour is a city in itself. Grouped about one square are three cathedrals: the Assumption, the Archangel, with some 19 capitals of gold and silver in all. Catherine's stupendous collection of jewels, gem-studded thrones, say, imperial coaches and Fabergé creations.

Especially splendid are the newest and horse clothed with precious stones. One such covering is made of pearls, and our intrepid guide, Natasha, responded valiantly to quips about very dead, expensive.

Included in the package was visit to the Lenin Museum, which details the revered leader's career. Here are those vast paintings those striking poses now so familiar. A city tour is also free to take you by Novodevichy Convent in the park surrounding youngsters play with their dolls.

It is an enchanting scene of the sun sparkling on snow, golden cupola and the air resounding to kids laughing and running. The coach moves on past the Stadium, where the 1980 Olympic Games will be held, to the Chicago-style of Moscow University, finally in a Versailles-like park overlooking the capital.

Moscow at night beckons. Circus, Bolshoi and concerts at Tchaikovsky Hall. I was lucky to get a ticket for the Bolshoi.

Another night saw us seated in old favourites like *Kalinka* at *Moscow Nights* as the masses sang lustily and, best of all, dancers whirled and leapt to a living effect. We went on to a Georgian restaurant with kebabs, specialities and ice cream, of course, to round off. As for Monday it was the *balalaika* players' night off to our regret.

To observe shopping centre prices, goods available and Moscow world visit GUM, by your rendezvous or assignment, the central fountain, a noisy, trusting spot. May your ice cream be one of the dozens of shops.

GUM is a glassed over market on three floors with sections. Elegant bridges span streets and here I enjoyed shopping the tide of shoppers my heaven.

Shopping for oneself is an undertaking in *herpaka* space where often lower prices for better quality goods prevail. Here you pay in foreign currency and some wear items are available. GUM numbers in 111 and the complex *Cinderella* or *Doris Godwin* make a good present.

For hats the genuine article (this time) run from £6 for rabbit to more than £25 for Astrakhan. Vodka is extensively available, the lemon like *limon* drop flavour. Visitors by *matryoshka* dolls, Palekh bone amber jewellery, art books and which are not punitive prices especially liked the *amur* boxed sets of matches and *valise* of posters.

It is difficult to meet ordinary Russians. There do not seem to be any pubs or social gathering places outside hotels or theatre restaurants. I know that most Russian socializing centres round the home. Foreigners, who often cannot phrase Cyrillic or speak more than a phrase or two of Russian will find communication difficult. Conversation for a group can be limited to guides and hotel personnel or to furtive exchanges with canteen staff or hand-me-down leather belts with *bag* buckles.

My advice is to prepare by being up on the Russian alphabet before departure or even on the plane. If you travel with Thompson they provide a folder of useful phrases. Moscow booklet helpful, well produced and value at 95p but you will need a more detailed city map.

If you take all the optional tours and nights out, expect to pay around £20 on a three-night holiday with as much ice cream as you desire. These short holidays are ideal for mid-term breaks but school parties, which qualify for the usual group reductions, suit or April would, perhaps, suit too.



Crowning the Bard at the 1977 National Eisteddfod at Wrexham

The ambition of every competitor at local eisteddfodau is to take part in the National...

THE CHAIR AND THE CROWN

By Tony Heath

One of the great cultural gatherings in the world? An exercise in sentimentality? An occasion for celebrating a way of thinking that is essentially Welsh? The Royal National Eisteddfod is labelled all these and many more. A century ago, *The Times*, with characteristic thunder, described it as "a foolish interference with the natural progress of civilization and prosperity".

At a more basic level the national is simply the largest and most important of a network of eisteddfodau running through Wales and reaching into villages, towns, schools, the Welsh youth movement—even old age pensioners—which all hold their own annual eisteddfod.

These festivals, which have few parallels in other parts of the world, are rooted in history. There are records of a famous eisteddfod held at Cardigan town in 1176. Eight hundred years later, bardic still meet to read their poetry and prose and to compete in music and song.

The ambition of every competitor at local eisteddfodau is to take part in the national—perhaps to win the chair or the crown, the two highest honours in a land where achievement in things cultural is highly valued.

The dozens of local eisteddfodau are an attractive introduction to a side of Welsh life largely hidden from the visitor. The national itself is an occasion to be remembered—even by those whose knowledge of the language is nil. Much of what goes on—arts and crafts, music and ceremony—does not rely on language.

Many Welsh songs need no knowledge of the tongue to be appreciated. Non-Welsh speakers are given a helping hand by Harlech Television, the commercial TV company, which lends out hand-held receivers through which an English commentary can be picked up.

Welsh is the only language spoken in the main pavilion where the major events take place. Inside the buildings, which must nearly 8,000 and must surely be the biggest prefabricated theatre in Britain, the cheering and crowding ceremonies take place, the major competitions are held and the full flavour of Welsh culture is a tangible taste.

Elsewhere on the eisteddfod are stands and exhibitions representing every facet of Welsh life. From the glossy contrivances of the Welsh Office to the booth of a wood carver, it is an ideal home and when the commercialism is stripped away, a meeting place for everything Welsh—and an open house for all who are curious to see something of a nation within a nation.

What is significant about the national is its peripatetic nature. One year it is held in North Wales, the next in South. This year (1978) it is being held at Cardiff—from August 7 to 12. The good roads and rail links with the Welsh capital

should attract an unusually large number of Welsh folk from the strong communities in London.

But the national is also a time when Welsh exiles from further afield—notably from Patagonia, Canada and the United States—make the pilgrimage home to be greeted with the same warm neighbours from adjacent valley villages display to one another.

For the visitor the national is a chance to eavesdrop on a unique festival that celebrates a nation's language and its culture in a way that may sometimes seem mysterious but is always warm and colourful.

The same is true of the local eisteddfodau, many of which take place during the summer, although even in December and January local papers carry reports of competitions in villages which hardly seem large enough to sustain such activities. Visitors to Wales will find themselves welcome.

Quite distinct from the national is the Llangollen International Eisteddfod, held every year at that tranquil North Wales town. This festival is of comparatively recent origin. It started in a small way 30 years ago, occupying an area no bigger than a football pitch.

Last year (1977) the original site was but a small part of the field around which Princess Anne, strolled in bright July sunshine. The growth of the international has been truly remarkable and the royal presence seemed to mark its coming of age.

Singers, dancers, instrumentalists and orchestras from all over the world come to Llangollen for a few days. The little town which stands astride the River Dee is

transformed for a week. Not only is the singing and music making carried on 12 hours a day on the official field—with such a diversity of nationalities the town itself assumes the air of a fiesta. It is as though, Welsh weather permitting, New Orleans and Catalonia are deposited among the green hills.

African choirs compete with French-Canadians. The costumes, hair styles and the background combine in a photographer's dream. Llangollen is a splendid place to find oneself in when the international is being staged.

This year (1978) the Llangollen international eisteddfod is being held from July 4 to 9, a month before the national starts at Cardiff.

Occasionally, the two festivals are reckoned to be in competition. In fact, they are more complementary than opposed. The national carries with it the emotion and appeal that stirs the blood of Celts—and others. It is an ancient institution which, in varying degrees, the 2,500,000 people living in Wales feel to be significant; and to command respect as part of the history of the nation.

The Llangollen International is a coming together of people scattered throughout the globe for a few days of music making and celebration.

Both are attractions that can captivate the visitor. How to get there? Cardiff-Inter-City BR from Paddington. Road—M4 from London.

Llangollen—nearest BR station is at Shrewsbury (30 miles). Road—on A5 London-Holyhead trunk route.

We went to them as visitors. They came to us as friends.

The UK-US School Exchange Scheme is concerned with establishing links between schools, between communities and between individuals. It allows small parties of pupils aged 15-18 accompanied by a teacher to spend four weeks at Easter living in American homes, attending American schools, enjoying the American experience, establishing friendships. Reciprocal visits by the American students to British schools and homes in June complete the pattern.



* Pupils of Crested School, High Wycombe, Photo: Rhonda Street Photo.

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If you would like to take the initial step of obtaining the full details, write to the Central Bureau for Educational Visits and Exchanges, UK-US School Exchange Scheme, (T) 43 Dorset Street, London W1P 3PN (Tel: 01-466 5102) or 3 Brunsfield Crescent, Edinburgh EH7 4HD (Tel: 031-447 6024)

Department of Education and Science
British Education Department
Department of Education for Northern Ireland

The Central Bureau
for Educational Visits and Exchanges

CITY OF SALFORD
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St. Michael's, 100
Northfield Road, West Green,
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11 to 16 Years' School
Comprehensives (1914 on roll,
four term entry)
Reopened from Easter, 1978.
TEACHER—FRENCH
Scale
(C.E., and C.S.E. courses
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a normal subject an advantage.
Excellent facilities (including
the latest laboratory) in small
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Please send S.A.J.E. for

Applications for admission to the first semester of the above degree (telephone inquiries to 222-1234) should be received by the Registrar's Office. The completed application forms should be returned as soon as possible.

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SHIRELAND HIGH SCHOOL
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COMPREHENSIVE SCHOOL
(Grade 9-12) FRENCH
Applications are invited for the
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Application forms may be obtained
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Teacher, St. Joseph's H.C. College,
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Acquired from Easter, 1978, 11
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Excellent facilities. Good music
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Application forms obtainable
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 Group 9
 Headmaster: J. Bennetts, M.E.
 HEAD OF MUSIC, Scale 2.
 Required for April 1978. GIRL
 ATE or A.R.C.M./L.H.A.M. A
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 "O" level.
 The present Modern School is
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 Please send S.A.E. for d

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HEAD of MUSIC, Scale 3.
Experience of orchestral work
Ess. Required 1st September.
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C.S.R. "O" and "A" A
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Apply to Headmaster giving
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100

County of Cleveland

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SECOND MASTER/MISTRESS

STOCKTON SIXTH-FORM COLLEGE

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Applications are invited for the post of SECOND MASTER/MISTRESS of the above College. Salary will be at Deputy Head Scale for a Group 11 School. Anyone who recently applied for the post of Vice-Principal and who wishes now to be considered for this post should inform the Principal by letter, without submitting a further application form.

11-18 SCHOOL SCALE 3

RELIGIOUS EDUCATION

HIGH TUNSTALL SCHOOL

(Roll 1210), Elwick Road, Hartlepool, Cleveland TS28 0LQ. (Tel.: Hartlepool 61446)

Required for Easter or September, 1978, a teacher to take charge of Religious Education. Examinations well established at C.S.E., 'O' and 'A' levels. A willingness to help with House organisation would be an advantage.

Financial assistance with household removal expenses is available in approved cases.

Further details and application forms are obtainable from the Head Teacher/Principal at the addresses shown above. Applications by letter should include detailed information regarding education, training, qualifications and experience, together with the names and addresses of three referees.

Letters of application and completed application forms should be submitted direct to the Head Teacher/Principal at the addresses shown above within 14 days of the appearance of this advertisement.

SCALE 4 POSTS

Re-advertisement

Required for April, 1978:

Support team for Mathematics Teaching over the 5 to 13 years range

TEAM LEADER (Scale 4)

It is proposed to set up a small team of teachers to support and strengthen the teaching of mathematics in primary and secondary schools over the 5 to 13 years age range. The main duties of the team will be:

- (i) to assist with in-service education which will help teachers extend and improve their own mathematical knowledge and understanding;
- (ii) to take a share of the teaching in order to help teachers interpret these ideas into good classroom practice and where appropriate to support school initiatives;
- (iii) to encourage existing, and foster new, links between the various stages in primary and secondary education in order to provide a common ground for discussion of method and content;
- (iv) to support teachers concerned with remedial work in basic numeracy;
- (v) to build up a resource bank of books and materials suitable for the mathematical education of both teachers and children.

The team in the initial stage will consist of one teacher in Salary Scale 4 who will act as Team Leader, and two teachers on Salary Scale 3. It will be based in a primary school where the resource bank will eventually be set up. As a temporary measure the team will operate in the first instance, from the Teachers' Centre. The two teachers on Scale 3 have already been appointed to the team.

Applications are now invited from teachers suitably qualified in mathematics and with relevant experience in the 5 to 13 age range, for the Scale 4 Team Leader's post.

Those who applied following the previous advertisement will be considered and need not re-apply.

BURNHAM SCALES

Plus LONDON ALLOWANCE £402

Application forms may be obtained from the Education Office, Burnham Stratford, Bedfordshire, MK43 0BN.

Director of Education, Burnham Stratford, Bedfordshire, MK43 0BN.

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The Authority would be pleased to receive applications from experienced teachers who are qualified in the following subjects:—

Design and Technology Mathematics

Appointments will be made to a scale 1 post in the Authority's general teaching service, Inner London Allowance (£402) payable in addition to the Burnham salary.

For the appropriate application form please write to the Education Officer (752), Room 67, The County Hall, London SE1 7PB, stating whether the application is for a first appointment or not, or you are welcome to telephone 01-633 2101 for further details.

Metropolitan Borough of Rochdale

EDUCATION DEPARTMENT

SPECIAL EDUCATION

HIGH BIRCH (ALL AGE)

Botton Road, Rochdale OL11 4RA. Tel. Rochdale 31752

Scale 1(S)

A teacher for children of middle school ages, who is interested in the problems of children with learning difficulties. This is an opportunity for someone who wishes to gain special school experience. Probationary teachers should not apply. Application should be by letter immediately, to the Head at the School, giving details of age, experience and qualifications together with the names and addresses of two referees. Closing date: Monday, 6th February, 1978.

MIDDLE

HOLLIN HIGH (11-14)
Stoll Lane, off Hollin Lane, Middleton, Manchester M24 3XN. Tel. 061-643 3764
Required for September, 1978.

Head of Modern Languages, Scale 3

To teach French and German to pupils aged 11 to 14 years. An experienced and dynamic person, sympathetic towards pupils of the whole ability range is sought. Application forms available from the Headmaster at the school, to whom they should be returned by MONDAY, 6th FEBRUARY, 1978.

HOWARTH GROSS (10-13)

Albert Road, Rochdale OL16 2BU.

Tel. Rochdale 31785

Humanities (temporary)

Required from 1st April to 31st August, 1978: Temporary teacher for Humanities (main) with some Educational Canteen and a small amount of Science. Application should be by letter to the Head at the school, stating age, qualifications and experience together with the names and addresses of two referees. Closing date: Monday, 6th February, 1978.

SHAWFIELD-NORDEN COMMUNITY (10-13)

Shawfield Lane, Norden, Rochdale OL12 7RQ

Tel. Rochdale 53622

Required for Easter, 1978

Community Tutor, Scale III

This responsible post is primarily concerned to develop interaction between the school and the local community to their mutual benefit. Some teaching is expected. A tutor of above average experience and qualities of leadership is required, possessing sensitive ideas for community education. Such ideas will be appropriate in the context of a community principally comprising a private residential area to the north-west of Rochdale. Interested teachers are urged to send for details before applying.

Applications should then be by letter to the Head of the School, stating age, qualifications and experience, together with the names and addresses of two referees. Closing date: FRIDAY, 10th FEBRUARY, 1978.

HIGH

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Tel. Rochdale 51248

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Graduate Biologist for well-established and successful department. There are three fully equipped Biology Laboratories, a greenhouse, beehives and generous laboratory assistance to cope with existing G.C.E. ('A' and 'O' level), G.S.E. and non-examination courses. The successful candidate would be expected to teach 'O' level C.S.E. and non-examination work, participate in optional courses organised within the department. This post should be particularly attractive to a graduate continuing a teaching career.

Application forms are available from the Headmaster at the school, to whom they should be returned by MONDAY, 13th FEBRUARY, 1978.

COUNTY OF SOUTH GLAMORGAN

Required for April, 1978, unless otherwise stated.

SPECIAL

CARLTON HIGH SCHOOL, CARDIFF (11-18 Comprehensive)
To teach general subjects to senior boys and to assist with the teaching of Art and Craft throughout the school. Ability to teach games an advantage. Possession of Special Schools Licence desirable.

SECONDARY

GRANFEL HIGH SCHOOL, CARDIFF (11-18 Comprehensive)

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To take charge of the subject and to teach both Chemistry and General Science. The successful candidate may be expected to co-ordinate Science throughout the school. Further particulars on request.

GLYN DEW HIGH SCHOOL, CARDIFF (11-18 Comprehensive)

CHRIS' PHYSICAL EDUCATION AND GAMES, Scale 1 and 2

Allegation.

To assist the teaching of the subject throughout the school.

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TEACHER OF CHEMISTRY, Scale 1 and 2

To take charge of the subject and to teach both Chemistry and General Science. The successful candidate may be expected to co-ordinate Science throughout the school. Further particulars on request.

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Allegation.

To assist the teaching of the subject throughout the school.

GRANFEL HIGH SCHOOL, CARDIFF (11-18 Comprehensive)

TEACHER OF CHEMISTRY, Scale 1 and 2

To take charge of the subject and to teach both Chemistry and General Science. The successful candidate may be expected to co-ordinate Science throughout the school. Further particulars on request.

GLYN DEW HIGH SCHOOL, CARDIFF (11-18 Comprehensive)

CHRIS' PHYSICAL EDUCATION AND GAMES, Scale 1 and 2

Allegation.

To assist the teaching of the subject throughout the school.

GRANFEL HIGH SCHOOL, CARDIFF (11-18 Comprehensive)

TEACHER OF CHEMISTRY, Scale 1 and 2

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GLYN DEW HIGH SCHOOL, CARDIFF (11-18 Comprehensive)

CHRIS' PHYSICAL EDUCATION AND GAMES, Scale 1 and 2

Allegation.

Sixth Form and Tertiary Colleges

Deputy Headships

Senior Masters/Mistresses

Mistresses

HAMPSHIRE

HIGH SCHOOL, Basingstoke, Hants

Required for April or September, 1978, a Deputy Head for the Sixth Form and Tertiary College. The successful candidate will be expected to co-ordinate the Sixth Form and Tertiary College. Further particulars on request.

Applications should be sent to the Headmaster, High School, Basingstoke, Hants, RG24 0EX.

Closing date for applications: February 14, 1978.

For further details, contact the Education Officer, High School, Basingstoke, Hants, RG24 0EX.

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For further details, contact the Education Officer, High School, Basingstoke, H

LINCOLNSHIRE HM Prison, Lincoln EDUCATION OFFICER

(Salary scale Burnham F/E L2—£3,744 to £5,985 including supplements)

The above post falls vacant on 1st September, 1978 on the retirement of the present holder. Applications are invited from suitably qualified and experienced teachers for this post, which requires imagination, initiative and responsibility.

Further details and application forms are available from the County Education Officer (Ref: AFA), County Offices, Newland, Lincoln to whom applications should be returned not later than 17th February, 1978.

Barking College of Adult Education Literacy Organizer

A Literacy Organizer is required from April 1, 1978, or as soon as possible thereafter. Candidates should possess graduate and teaching qualifications and should have had experience as an organizer and tutor in the Literacy field.

The Organizer will be responsible for the Literacy Programme and the duties will include: oversight of all courses, staff training, publicity, liaison with other agencies and some teaching.

Salary: Further Education Lecturer, Grade II Scale, £3,279 to £5,493, plus £402 London Allowance and Supplement of £312, plus addition of £132 to £180. Removal expenses will be paid in approved cases. Details and application forms returnable by February 13, 1978, may be obtained from the Chief Education Officer, Education Department, Town Hall, Barking, Essex IG11 7LU.

Barking LONDON BOROUGH

Social Services Department

Midfield Observation and Assessment Centre
Cambridge Road, Oakington, Cambs.

Deputy Team Leader (Non-Resident)

The Centre is approximately five miles from Cambridge and accommodates 39 boys and girls between the ages of 8 and 18 years.
Salary: RCO3 £2,809-£3,323 (includes supplements).
Duties include assisting with the day to day running of units comprising 13 children and five staff and assuming responsibility in the absence of the Team Leader, writing reports, liaising with local schools, Child Guidance and other disciplines.
Stepping-in will be required on a rota basis, payable at Nationally agreed rates.
For informal enquiries contact Mr. Laverack, Officer in Charge at Hinton 2438.
Application forms from the Director of Social Services, Castle Court, Castle Hill, Cambridge, Telephone Cambridge 68811 Ext. 378. Please quote reference DTLM/W. Closing date for return of forms 8th February, 1978.

**CAMBRIDGESHIRE
COUNTY COUNCIL**

you can further your career by gaining valuable experience working in a multi-racial borough, dealing with all aspects of the problems of pre-dominantly West Indian youths.

Our aim is to service the needs of young people who for various reasons are not partaking of the available statutory and voluntary resources provided for youth.

Understanding, empathy, patience and tenacity are the qualities required of our Detached Youth Worker.

The salary will be within JNC Range 2 £3,558-£4,422 inclusive of London Weighting and supplements.

Are you the essential qualifications recognized by the Joint Negotiating Committee for Youth Workers and Community Centre Wardens?

If you feel you would like this challenge, please write or telephone for application form.

London Borough of Haringey,
Youth & Community Service,
1st Floor, Haringey House,
100 Tottenham Court Road, London, W1P 0LP.
Telephone: 01-262 3195.

YOUTH AND COMMUNITY SERVICE continued

ESSEX

BARKING COLLEGE YOUTH CENTRE

Deputy Youth Director

An opportunity for a Youth and Community Worker to become Deputy Youth Director of the Barking College Youth Centre. The post is a full-time position with a salary of £3,744 to £5,985 (including supplements).

Application form and job description can be obtained from the Youth and Community Service, Barking College, Barking, Essex IG11 7LU.

LICESTERSHIRE

THOMAS CITY COMMUNITY CENTRE

Required: Adult, COMMUNITY WORKER to develop and coordinate the work of the Thomas City Community Centre, Leicester.

Further details and application forms can be obtained from the Youth and Community Service, Leicester City Council, Leicester LE1 7LU.

LICESTERSHIRE

ROUNDHILL COMMUNITY CENTRE

Required: Adult, COMMUNITY WORKER to develop and coordinate the work of the Roundhill Community Centre, Leicester.

Further details and application forms can be obtained from the Youth and Community Service, Leicester City Council, Leicester LE1 7LU.

LONDON

EDUCATION AUTHORITY LEICESTER YOUNG MANHOODS CENTRE

Required: Adult, COMMUNITY WORKER to develop and coordinate the work of the Leicester Young Men's Club, Leicester.

Further details and application forms can be obtained from the Youth and Community Service, Leicester City Council, Leicester LE1 7LU.

LONDON

LEADING LONDON BOYS' CLUB

Required: Adult, COMMUNITY WORKER to develop and coordinate the work of the Leading London Boys' Club, London.

Further details and application forms can be obtained from the Youth and Community Service, London Borough of Haringey, Haringey House, 100 Tottenham Court Road, London, W1P 0LP.

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WARWICKSHIRE

YOUTH TUTOR COLESHILL SCHOOL

Required: Adult, COMMUNITY WORKER to develop and coordinate the work of the Colehill School Youth Tutor, Warwick.

Further details and application forms can be obtained from the Youth and Community Service, Warwick City Council, Warwick CV4 7LU.

WEST INDIES

THE JACOB SCHOOL

Required: Adult, COMMUNITY WORKER to develop and coordinate the work of the Jacob School, Jamaica.

Further details and application forms can be obtained from the Youth and Community Service, Jamaica Ministry of Education, Kingston, Jamaica.

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THE TIMES EDUCATIONAL SUPPLEMENT

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THE TIMES EDUCATIONAL SUPPLEMENT 27.1.78

TEACH IN CANADA

WANT A CHANGE? A School Division in Manitoba, Canada, requires certified business education teachers, to begin in September, 1978. Applicants must have a teaching certificate or diploma, and a University degree. Must be capable of teaching advanced typing or shorthand.

Minimum annual salary approximately \$13,500 (approx \$2,200). Enquiries from modern language teachers (French) with similar professional qualifications are also welcome. Application to include photograph, references, and telephone number. Apply by Air Mail to:

Superintendent,
P.O. Box 420,
GLADSTONE, Manitoba,
CANADA R0J 0T0.

BAHRAIN ST CHRISTOPHER'S SCHOOL

(780 pupils, mainly British expatriates, aged 3 years to 11 years)

Principal: Mr. J. M. Wrench

Vacancies exist for suitably qualified

TEACHERS

at Infant and Junior level from 1st September, 1978

Candidates for these posts should be single and have a minimum of three years' previous teaching experience. Salary from BD 2580 to BD 4440 (to be reviewed before September) according to qualifications and experience plus a local allowance of BD 60 per month. Free, fully furnished, air conditioned accommodation and generous allowances are provided. Two year contract with free passage and termination gratuity. Employer's contribution paid to U.K. superannuation scheme. No income tax at present. Possibilities for promotion. (The Bahrain Dinar is at present worth £1.30.)

For further particulars and an application form please write to or telephone Miss Elizabeth Whitechurch, Gabbrielle-Thames Services Ltd., Brougham House, 6, 7 & 8, Sackville Street, Piccadilly, London W1X 2BR. Tel. 01-734 0151.

Leicestershire COMMUNITY TUTOR (YOUTH)

Guthlaxton Community College,
Wigston, Leicester

Salary: Burnham F.E. Lecturer I (£2,913 to £4,889)

Qualified teacher required to supervise and co-ordinate youth activities based on purpose-built youth centre, supported by part-time leaders. Part of working week will be spent in satisfying social needs of school students of 14 plus at lunch-times. Opportunities exist for developing wider community education interests within staff team. Further particulars available on request.

Applications (no forms) to be sent within two weeks of advertisement, with the names and addresses of two referees. To the Principal, Guthlaxton College, Station Road, Wigston, Leicester. Telephone 881811.

OXFAM YOUTH ORGANISER

We seek an energetic, imaginative and enterprising person with experience of youth work who can inspire groups of young people to become actively involved in a variety of public opinion forming and fund-raising activities in support of our overseas aid programme. The job is based in Southampton. The work involves irregular hours, car-driving, speaking to groups about Third World problems, use of visual aids and simulation games, discussion group leading and the organisation of imaginative fund-raising events. Some overseas experience an advantage.

Further details and application forms from Personnel Department, Oxfam (0865) 56777. Please quote ref. TES/63.

OVERSEAS Appointments continued

JAMAICA

Well-established high schools in Jamaica are seeking for a post-graduate in the field of MATHEMATICS, PHYSICS and CHEMISTRY. The successful candidate will be required to teach in the field of MATHEMATICS, PHYSICS and CHEMISTRY. The salary scale is J\$10,000 to J\$15,000 per annum. The successful candidate will be required to teach in the field of MATHEMATICS, PHYSICS and CHEMISTRY. The salary scale is J\$10,000 to J\$15,000 per annum.

ITALY

ST. GIORGIO'S ENGLISH SCHOOL, Rome, 16, 00123 Rome (Italy) is seeking for a post-graduate in the field of MATHEMATICS, PHYSICS and CHEMISTRY. The successful candidate will be required to teach in the field of MATHEMATICS, PHYSICS and CHEMISTRY. The salary scale is L. 1,000,000 to L. 1,500,000 per annum.

TURKEY

Black Sea Coast. ST. GIORGIO'S ENGLISH SCHOOL, Trabzon, 61000 Trabzon (Turkey) is seeking for a post-graduate in the field of MATHEMATICS, PHYSICS and CHEMISTRY. The successful candidate will be required to teach in the field of MATHEMATICS, PHYSICS and CHEMISTRY. The salary scale is TL. 1,000,000 to TL. 1,500,000 per annum.

IRAN

Black Sea Coast. ST. GIORGIO'S ENGLISH SCHOOL, Shiraz, 71000 Shiraz (Iran) is seeking for a post-graduate in the field of MATHEMATICS, PHYSICS and CHEMISTRY. The successful candidate will be required to teach in the field of MATHEMATICS, PHYSICS and CHEMISTRY. The salary scale is R. 1,000,000 to R. 1,500,000 per annum.

AFRICA

ST. GIORGIO'S ENGLISH SCHOOL, Lagos, 10100 Lagos (Nigeria) is seeking for a post-graduate in the field of MATHEMATICS, PHYSICS and CHEMISTRY. The successful candidate will be required to teach in the field of MATHEMATICS, PHYSICS and CHEMISTRY. The salary scale is N. 1,000,000 to N. 1,500,000 per annum.

AFRICA

ST. GIORGIO'S ENGLISH SCHOOL, Accra, 00100 Accra (Ghana) is seeking for a post-graduate in the field of MATHEMATICS, PHYSICS and CHEMISTRY. The successful candidate will be required to teach in the field of MATHEMATICS, PHYSICS and CHEMISTRY. The salary scale is G. 1,000,000 to G. 1,500,000 per annum.

AFRICA

ST. GIORGIO'S ENGLISH SCHOOL, Addis Ababa, 00100 Addis Ababa (Ethiopia) is seeking for a post-graduate in the field of MATHEMATICS, PHYSICS and CHEMISTRY. The successful candidate will be required to teach in the field of MATHEMATICS, PHYSICS and CHEMISTRY. The salary scale is E. 1,000,000 to E. 1,500,000 per annum.

AFRICA

ST. GIORGIO'S ENGLISH SCHOOL, Harare, 00100 Harare (Zimbabwe) is seeking for a post-graduate in the field of MATHEMATICS, PHYSICS and CHEMISTRY. The successful candidate will be required to teach in the field of MATHEMATICS, PHYSICS and CHEMISTRY. The salary scale is Z. 1,000,000 to Z. 1,500,000 per annum.

AFRICA

ST. GIORGIO'S ENGLISH SCHOOL, Lusaka, 00100 Lusaka (Zambia) is seeking for a post-graduate in the field of MATHEMATICS, PHYSICS and CHEMISTRY. The successful candidate will be required to teach in the field of MATHEMATICS, PHYSICS and CHEMISTRY. The salary scale is K. 1,000,000 to K. 1,500,000 per annum.

AFRICA

ST. GIORGIO'S ENGLISH SCHOOL, Windhoek, 00100 Windhoek (Namibia) is seeking for a post-graduate in the field of MATHEMATICS

KENYA

Applications are invited for the following posts tenable on contract to the Government of Kenya for a period of 30-36 months commencing as soon as possible —

KENYA POLYTECHNIC

Lecturer in Air Conditioning

To teach Air Conditioning, Heating and Ventilation, up to Technician Part III, course development and associated Mechanical Science, Maths and Engineering Drawing.

Degree, HND or HNC in Mechanical Engineering, with relevant industrial and teaching experience.

Lecturers(2) in Accounting

To teach Accounting and related subjects to professional level and conduct research for further development of courses.

Degree or professional qualification, six years' experience in industry and/or teaching.

MOMBASA POLYTECHNIC

Lecturer in Business Studies/Accounting

To teach Accounting and Quantitative Methods to professional level with special emphasis on Statistics and Management Mathematics.

Degree or professional qualification, six years' industrial/commercial experience with relevant teaching experience.

Salary in range £5,531-£8,173 p.a.

Including a (normally) tax-free supplement paid by the British Government to citizens of the United Kingdom.

A 25% terminal gratuity on basic salary; free passages; subsidized accommodation; education allowances and holiday visit passages for children; an appointment grant and interest-free car loan are payable in certain circumstances.

Application forms and further information from the Recruitment Unit, TETOC (Technical Education and Training Organization for Overseas Countries), 35/37 Grosvenor Gardens, London SW1W 0BS.

Tetoc

THE EUROPEAN SCHOOLS

BRUSSELS: Uccle, BRUSSELS: Woluwe, and MOL (Belgium); LUXEMBOURG: KARLSRUH and MUNICH (West Germany); BERGEN (North Holland) and VARESE (Italy).

These schools cater primarily for children of officials employed in institutions of the European Communities, and the Munich School for children of officials of the European Patent Organisation. They are day schools, age range 4-19, with nursery, primary and secondary departments organized in up to six linguistic sections. Pupils are taught partly in their own language and partly in languages of the other EEC countries. The Department of Education and Science, Welsh Education Office, Scottish Education Department and Department of Education for Northern Ireland invite applications from experienced, qualified teachers for the following posts in the European Schools which are expected to arise in SEPTEMBER, 1978.

PRIMARY

MUNICH

General class teacher for pupils aged 10-12, ability to teach some SCIENCE also desirable. (Experience of teaching in a Middle School an advantage.)

VARESE

Teacher of ENGLISH as a FOREIGN LANGUAGE also capable of teaching MUSIC.

SECONDARY

BERGEN

Graduate teacher of MATHEMATICS and GENERAL SCIENCE to teach these subjects initially in the first three years of the secondary school with a possibility of specializing at a later date.

Graduate teacher of ENGLISH MOTHER TONGUE and HISTORY/GEOGRAPHY to teach these subjects initially in the first three years of the secondary school to pupils whose Mother Tongue is English with the eventual possibility of teaching History or Geography to pupils for whom English is a foreign language.

MOL

Graduate teacher of HISTORY also capable of teaching ENGLISH as a FOREIGN LANGUAGE throughout the age range.

BRUSSELS

This school is building up its secondary section, which in September, 1978, will contain the years 1 to 4.

Graduate teacher of ENGLISH also capable of teaching ENGLISH as a FOREIGN LANGUAGE; ability to teach some HISTORY in English to pupils of various nationalities desirable.

Graduate teacher of SCIENCE capable of teaching throughout the age range; ability to teach some MATHEMATICS also desirable. (It is hoped to introduce a programme of integrated science in September, 1978, eventually to cover the first three years.)

Qualified teacher of ART to teach the subject throughout the age range, with some ENGLISH as a FOREIGN LANGUAGE.

VARESE

Graduate teacher of ECONOMICS and GEOGRAPHY capable of teaching these subjects throughout the age range in English to pupils of various nationalities. (This post should prove attractive to teachers used to the upper secondary age range.)

Graduate teacher of ENGLISH also capable of teaching ENGLISH as a FOREIGN LANGUAGE throughout the age range.

Qualified teacher of PHYSICAL EDUCATION to teach boys of various nationalities also capable of teaching BIOLOGY and possibly some MATHEMATICS in the lower forms of the secondary school.

LUXEMBOURG

Graduate teacher of HISTORY or GEOGRAPHY or a combination of these subjects to teach in English throughout the age range to pupils whose Mother Tongue is English as well as to those for whom English is a foreign language.

Basic monthly salary scales are in the range:

BRUSSELS: 44,423 to 83,077

Primary: 61,562 to 110,436

Secondary: 61,562 to 110,436

In addition, generous cost of living, residence and where appropriate, head of household and children's allowances are payable. During service in European Schools, teachers' secretarial and superannuation are preserved.

Successful candidates will be appointed from September 1, 1978. A good working knowledge of at least one Community Language in addition to English is essential for the posts involving the teaching of European Languages and highly desirable for the other posts, and will be tested orally at interview.

Application forms and further details are available as follows:

For candidates in England and Wales, Room 3/40, Department of Education and Science, Whitehall, London, W1A 2AL. Tel: 01-276 2222, ext. 3146/2265.

For candidates in Scotland, Room 441, Scottish Education Department, New St. Andrews House, Edinburgh, Tel: 031-555 6400, ext. 52483.

For candidates in Northern Ireland, Room 885, Department of Education for Northern Ireland, Belfast, Tel: 0232 2222, ext. 2222.

CLOSING DATE FOR RECEIPT OF APPLICATIONS: 15 MARCH 1978. Candidates who are selected for interview will be notified as far in advance as possible.

OVERSEAS Appointments continued

JORDAN

Required for school in Amman, unmarried, committed, Christian, in possession of a valid passport, level of Arabic, English, Mathematics, and Science. Salary negotiable. Applications, with curriculum vitae, to the General Secretary, The Jordanian Education Board, Amman, Jordan. Tel: 06-555 5555.

VOLUNTARY SERVICE OVERSEAS

Required for September, 1978: TEACHERS OF ENGLISH, TEACHERS OF MATHEMATICS, TEACHERS OF SCIENCE, TEACHERS OF HISTORY, TEACHERS OF ART, TEACHERS OF MUSIC, TEACHERS OF PHYSICAL EDUCATION. See our advertisement under the "OVERSEAS" category.

HUNGARY

Experience of British schools, TEACHERS needed August, 1978, international school. Attractive salary, housing, travel and other benefits provided. Write: Mrs. Lambert, American Embassy, Sofia, Bulgaria.

SPAIN

Private English School requires qualified teacher (TEFL) for 1978-79. Salary negotiable. Write: Mrs. Lambert, American Embassy, Sofia, Bulgaria.

SPAIN

University and Vocational English School requires qualified teacher for a language school in Spain. Write: Mrs. Lambert, American Embassy, Sofia, Bulgaria.

MIDDLE EAST GOVERNMENT

TEACHERS OF ENGLISH AS A FOREIGN LANGUAGE. Write: Mrs. Lambert, American Embassy, Sofia, Bulgaria.

GREECE

TEACHERS OF ENGLISH required. Write: Mrs. Lambert, American Embassy, Sofia, Bulgaria.

SPAIN

Teachers wanted (unmarried, committed, Christian, in possession of a valid passport, level of Arabic, English, Mathematics, and Science). Salary negotiable. Applications, with curriculum vitae, to the General Secretary, The Jordanian Education Board, Amman, Jordan. Tel: 06-555 5555.

YOUNG DYNAMIC P.T.E.

Teacher required for job active living from 1978-79. Write: Mrs. Lambert, American Embassy, Sofia, Bulgaria.

ACADEMIA BRITANICA CUSCATLECA

Santa Tecla, San Salvador, El Salvador
Central America

Applications are invited for the post of

HEADMASTER

initially on a two-year renewable contract to take up appointment in the SUMMER, 1978. Teaching duties begin on 1st September.

The British School is a two-form entry independent school for boys and girls with an age range of 3-18 in new premises. It is about to develop a Sixth Form. It is bi-lingual, and some of the teaching is in Spanish. Two thirds of the staff are British contract teachers. Applicants should be aged between 35 and 50 years and possess a good honours degree and successful teaching experience in a British school. Professional training and experience with less able pupils will be added qualifications.

A fluent knowledge of Spanish is required for the post and applicants without command of the language will be required to undertake an intensive course before commencing duty.

A teaching post at the same school is available for the wife of a successful applicant if she is suitably qualified.

SALARY: Inclusive of Overseas and Entertainment Allowances and paid according to qualifications and experience FROM £8,750-£9,500 per annum. Basic rate of Income Tax in El Salvador is about 5%.

CHILDREN'S ALLOWANCES: £550 each (up to a maximum of four).

REMOVAL ALLOWANCE: up to £750.

Further particulars and application form from:—

Overseas Educational Appointments Department
The British Council
85 Davies Street, London W1V 2AA
CLOSING DATE FOR APPLICATIONS:
1st MARCH, 1978

OVERSEAS TEACHING POSTS

ASSISTANT DIRECTOR OF STUDIES (TEFL) (EGYPT)

British Council Teaching Centre, Cairo

To develop general English and ESP materials, train and supervise teachers, test and evaluate.

Qualifications: Degree (preferably in English or Modern Languages), MA in Applied Linguistics, or 1 year University Diploma in TEFL plus 5 years' relevant TEFL experience.

Single or married candidates, maximum 2 children of primary age.

Salary: £4,588-£5,818 p.a.

Benefits: accommodation allowance; children's local education allowance; employer's portion of UK superannuation. 2 year contract, renewable.

77 HO 45

DIRECTOR, LANGUAGE TEACHING INSTITUTE (QATAR)

Qualifications: Men only. Graduates in English or Modern Languages with Postgraduate TEFL qualification and substantial overseas experience.

Required for September, 1978.

Duties: to be responsible for the administration of this Government Institute and the organisation of language courses for Government employees.

Salary: £8,080 p.a. free of local tax. Benefits: free furnished accommodation; transport allowance; annual passage-paid leave; 3 year contract, renewable.

77 AO 142

ENGLISH LANGUAGE TEACHING ASSISTANTS (SOVIET UNION)

Required for universities and institutes of higher education. Candidates should hold a Degree with PGCE and relevant experience: ELT qualification or experience and a knowledge of Russian desirable.

Salary: 225 roubles per month (present rate of exchange £1/1.30 roubles) non-convertible Sterling subsidy of £1,860 paid in Britain.

Benefits: subsidised accommodation; employer's portion of superannuation. Contract for one academic year of 10 months with the British Council.

78 CU 317

5 ENGLISH LANGUAGE INSTRUCTORS (OMAN)

Ministry of Defence, Muscat. Posts tenable from March to September, 1978.

Duties: to teach English from Beginners to Advanced Intermediate level and basic Arithmetic; to produce support material and to assist in the training of school teachers.

Qualifications: Candidates, single men only, must be British citizens and have a British educational background. They should hold a university TEFL qualification and have at least 2 years' TEFL experience.

Salary: Approximately £7,320 p.a. free of local taxation.

Benefits: Fully furnished air-conditioned accommodation with free electricity and water; 80 days annual passage-paid home leave; terminal gratuity. 3 year contract, renewable.

78 AO 142

TEACHER OF COMMERCIAL SUBJECTS (EGYPT)

British Council Teaching Centre, Cairo. For April, 1978, or earlier.

Duties: to teach office practice, typing, commercial book-keeping to potential bilingual secretaries.

Relevant qualifications and several years' teaching experience essential. Teaching certificate and experience of teaching in EFL/ESL situation desirable. Single candidate only.

Salary: £3,732-£4,374 p.a. Benefits: accommodation allowance; employer's portion of UK superannuation. 2 year contract, renewable.

77 HO 89

Return fares are paid. Local contracts are guaranteed by the British Council. Please write briefly stating qualifications and length of appropriate experience, quoting relevant reference number and title of post, for further details and application form to The British Council (Appointments), 85 Davies Street, London, W1V 2AA.

UNITED WORLD COLLEGE OF SOUTH EAST ASIA SINGAPORE

The United World College of South East Asia is a co-educational secondary school for children of a wide ability range, aged 11 to 18, offering a broad curriculum leading to G.C.E., G.C.E. 'O' Levels, the International Baccalaureate programme and entry to American universities. G.C.E. 'A' Level courses are being offered for the first time in September, 1978. There are over 1,250 children on roll, representing 40 nationalities and including over 250 boarding students. There are over 80 teaching staff. The College is a member of the United World Colleges Organisation. There is a study and field work centre on the southern coast of Singapore, which offers opportunities for complementary outdoor education and original research to both students and staff.

Suitably qualified and experienced teachers of all nationalities are invited to apply for the posts described below, which are offered for September, 1978. There are 5 scales for College staff. In terms of basic salary per month in Singapore dollars, Scale 1 runs from 1,000 to 1,950 dollars; Scale 2 from 1,125 to 2,175 dollars; Scale 3 from 1,250 to 2,250 dollars; Scale 4 from 1,375 to 2,350 dollars; and Scale 5 from 1,500 to 2,550 dollars. Current rates of exchange are just over 4 Singapore dollars to 1 Pound sterling. In addition substantial Foreign Service and staff allowances are payable. Overseas contracts are for 3 year periods.

The College teaching organization is divided into 6 Faculties—Aesthetics, Communications, Humanities, Materials and Purports, Mathematics, and Sciences. For pastoral and administrative purposes students belong to one of the sections of the College, a Lower School, a Middle School and an Upper School. There are four boarding houses, including separate houses for boys and girls in the Middle School.

1. Director of Upper School (Scale 5)

The Director, assisted by a team of tutorial staff, will be required to take overall charge of an Upper School (16-18) with over 200 students, including those from Senior Boarding House and United World College Scholars. This is an important and demanding post in a United World College. Students are admitted into the Upper School for two-year advanced courses or one-year courses which may also serve as preparation for the International Baccalaureate programme. The Director will also be expected to teach a part-time timetable in an appropriate subject.

2. Boarding Housemaster/Housemistress (Scale 4)

(a) Senior House (b) Junior House

Applications are invited from candidates with relevant experience to take care of these communities, each consisting of over 80 boys and girls of several different nationalities in the age range of 16-18 and 11-13 respectively.

The Senior House Housemaster/Housemistress will work closely with the Director of Upper School. At present these two posts are held by the same person in both houses. There is also a Resident Assistant and a team of tutors with part-time duties in the evenings. Resident Boarding Staff are expected to teach a substantial, but not a full, timetable in an appropriate subject.

Candidates for each of these posts should be married. Details of the spouse's experience in education should be included in the application. Attractive and convenient accommodation is provided, together with some basic domestic and professional expenses.

3. Head of Ethics and Philosophy Department (Scale 3)

Required to take charge of and develop courses in the Humanities Faculty for the moral education of the students, in the Lower and Middle Schools. There are further opportunities for a suitable candidate to teach at a more advanced level in Comparative Religion and Philosophy, and to lead the Social Service programme throughout the College. This last responsibility carries an extra salary scale. The following posts are Scale 1 or 2, depending on the qualifications and experience of the successful candidate.

4. Drama teacher

(Aesthetics), with experience in situational drama and improvisation, for courses in Lower and Middle School, which can lead to examinations.

5. English teacher

(Communications) to take courses up to at least G.C.E. 'O' Level standard. EFL experience would be an advantage.

6. Languages teacher

(Communications) to teach French up to advanced level, using the language as the medium of instruction. A second language, Spanish or German or Dutch or Italian, would be an advantage.

7. Mathematics teacher

(Communications), with an interest in and knowledge of Modern Mathematics, to teach in the Lower and Middle School.

8. Economics teacher

(Humanities) to teach to advanced level.

9. Physical Science teacher

(Materials) able to teach either Physics or Chemistry to G.C.E. 'O' Level standard.

10. Metal and Woodwork teacher

(Materials) able to teach one of the subjects to G.C.E. 'O' Level standard.

11. Technical Drawing teacher

(Materials) to teach up to G.C.E. 'O' Level standard and Design in the Lower School.

12. Physical Education teacher for girls

(Physical). There are two posts, one of which will carry responsibility for girls' P.E. courses in the Department.

Letters of applications for the above posts, including full details of qualifications and experience, together with the names of two referees, should be sent to the Headmaster, United World College of South East Asia, P.O. Box 15, Dover Road, Singapore. Not later than Wednesday, 15th February 1978. Candidates selected for interview will receive further details of the College, the posts and conditions of service. Interviews will be held in London and Singapore in early March.

THE ENGLISH INSTITUTE NICOSIA, CYPRUS

(associated with the English School)

The Institute has over 2,000 pupils. Primary School age to adult: English classes range from beginner's to G.C.E. 'O' level. Mathematics and Physics are taught mainly at G.C.E. 'O' and 'A' level. The average class size is 16; G.C.E. classes are usually much smaller. Classes are held in the afternoon and evening, October to June.

Applications are invited for the following posts for September, 1978:

Teachers of English as a Foreign Language

To teach up to 20 hours a week and to cooperate with the Head of Department in all aspects of teaching, examining, planning, etc. Attendance at in-service seminars is required.

Teachers of Mathematics and/or Physics to G.C.E. 'A' level

To teach up to 20 hours a week and to cooperate with the Director of the Institute in all aspects of teaching, examining, planning, etc. Attendance at in-service seminars may be required.

Salary (including all allowances):

Graduate Teacher: £2,515 (£3,550) to £2,630 (£4,925) non-Graduate Teacher: £2,057 (£2,805) to £2,474 (£4,036) (Sterling equivalents are as at 18th January 1978). One-year Contract Initially; air fare and baggage allowance; medical scheme.

Further information will be sent to short-listed applicants. Applications, giving detailed curriculum vitae, enclosing recent photograph, and naming two referees (one of whom must be the applicant's present or latest Head Teacher) should be received by the Headmaster, The English School, Nicosia, Cyprus, not later than Friday, 17th February.

Interviews in London mid-March: appointments confirmed early April.

THE BRITISH SCHOOL IN THE NETHERLANDS

Required for September 1978

DEPUTY PRINCIPAL

also to be

the Head of Senior School

The British School now has an enrolment of about 1,050 pupils in infants, Junior, Middle and Senior Divisions. A new Senior School building combining the present Middle and Senior Divisions will open early in 1979 with an enrolment of 550 boys and girls including a Sixth Form of about 130.

Salary and fringe benefits, to be agreed, will reflect the levels of income in the Netherlands and an incentive for working abroad.

The Headmaster is a member of the Headmasters' Conference.

Initial application by letter to the Chairman of the Board of Governors,

H.E. SIR RICHARD SYKES,
The British Ambassador,
Lange Voorhout 10,
THE HAGUE, Holland

Exhibitions, Holidays, Holiday Homes Exchange and For Sale and Wanted

Just four of the headings within the personal columns of The Times Educational Supplement.

An advertisement, costs as little as £2.28 and over half a million people could see it. Interested? If so, please contact:

Mrs. Anne Lightfoot,
The Times Educational Supplement,
Gray's Inn Road, London WC1X 8EZ
Telephone 01-837 1234

CHURCHLANDS COLLEGE PERTH WESTERN AUSTRALIA BACHELOR OF BUSINESS COURSE

Churchlands College was established in 1972 and is situated six miles from the centre of Perth. A Bachelor of Business course was commenced in 1976. In 1978 there are 800 students enrolled and in 1979 it is anticipated that there will be 1,000 students.

INTERVIEWS: A senior member of staff will visit the United Kingdom in April, 1978, and candidates who have been shortlisted may be offered the opportunity to attend an interview in London.

LEVEL OF APPOINTMENT: Appointments may be made at the Senior Lecturer level, Lecturer level, Assistant Lecturer level, or Tutor level, depending upon qualifications and experience.

QUALIFICATIONS: A suitable tertiary qualification, preferably at graduate level, together with evidence of high capacity and, where applicable, membership of professional institutions. Relevant experience is essential. Applications are invited from suitably qualified persons with relevant experience for the following positions. Appointments will be made to commence teaching in February, 1979.

ACCOUNTING

DUTIES: To teach Management and Financial Accounting. **LEVEL:** Senior Lecturer, Lecturer, or Assistant Lecturer.

ADMINISTRATIVE STUDIES

DUTIES: To teach in at least two of the following areas: Organisation Theory, Individuals and Organisations, Management Processes, Organisation Structure and Design, Management Policy, Personnel, Industrial Relations and International Business. **LEVEL:** Senior Lecturer, Lecturer or Assistant Lecturer.

BUSINESS WORKSHOP

DUTIES: To assist in developing and creating material with a multi-disciplinary approach for the Business Workshop. To conduct workshop sessions and/or seminars and to act as a catalyst. To assist in fostering and maintaining contacts with the public and private sectors, and with sister institutions. To teach and prepare courses

1992

